Modern Course

Without Exercises

Pitman Shorthand

MODERN COURSE IN PITMAN SHORTHAND

MODERN COURSE IN PITMAN SHORTHAND

A COMPLETE HANDBOOK, USING THE MORE FREQUENTLY USED AND IMPORTANT WORDS OF THE ENGLISH LANGUAGE AS THE MATERIAL FOR LEARNING THE RULES OF PITMAN SHORTHAND

NEW ERA EDITION

Isaac Pitman

PITMAN PUBLISHING

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MODERN COURSE IN PITMAN SHORTHAND

CHAPTER ONE

1. Writing shorthand is like writing longhand, but it is a very much quicker way of writing. The two forms of writing are like one another because they make use of signs to put on record words which are said or which come to the mind of the writer. Again, in shorthand, as in longhand, we have later to be able in turn to put the signs back into words, and this reading back has to be possible even after a long time.

2. In shorthand, as in longhand, there are four different sorts of signs:

(i) SIGNS USED AS PART OF A SYSTEM. In longhand words are made up of different parts: the sign PAID, for example, is made up of four parts—P-A-I-D—but we quickly get used to reading and writing the complete sign. In the same way, in shorthand the signs for words are made up of different parts: the shorthand form for the word PAID, for example, is made up of three parts , and we quickly get used to reading and writing the complete outline (*Outline* is the name for a shorthand form.)

(ii) SIGNS USED NOT AS PART OF A SYSTEM, BUT AS REPRESENTATIVES OF COMPLETE WORDS. In longhand the special sign "&" is sometimes used for the quick writing of the word AND. In the same way, in shorthand we have the special sign for this word. In shorthand there are a number of words of this kind, and *Short Forms* is the name given to them.

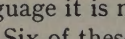
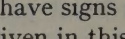
(iii) SIGNS WHICH ARE A SHORT FORM OF THE COMPLETE SIGN. In longhand, FEB. is used as a quick way of writing the word FEBRUARY. In the same way, in shorthand the short outline (which is shorthand for F-B) is used for this word. Shorthand outlines of this sort are given the name *Contractions*.

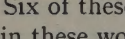
(iv) SIGNS JOINED TOGETHER FOR THE WRITING AT ONE TIME OF TWO OR MORE WORDS. In longhand, 'TISN'T is a short way of writing IT IS NOT. In the same way, in shorthand two or more outlines may be joined together to make one sign for two or more words. For example, (IT IS NOT) is used for (IT) (IS) (NOT). In shorthand these joined outlines are given the name *Phrases*.

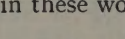
The purpose of this book is to give the learner a knowledge of all these ways of writing from the start, and, by going over the different words again and again, to make him or her so used to them that the reading and writing of the outlines comes quickly and readily.

3. CONSONANTS AND VOWELS

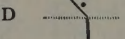
(i) SYSTEM. To be certain of writing in shorthand any word in the English language it is necessary to have signs for the sounds of 24 Consonants. Six of these signs are given in this first Chapter, and they are used in these words—

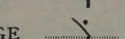
Pee PAY  **Bee** BE 

PAID 

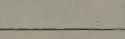
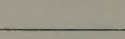
PAGE 

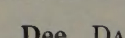
UP

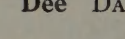
Tee TOUCH  **Dee** DAY

DATE  DATE

PAID

CHay TOUCH  **Jay** AGE 

PAGE 

JUDGE 

In addition, it is necessary to have signs for 12 Vowel signs and 4 Diphthong signs. Two of the vowel signs are used in these words—

AY PAY

PAID

PAGE

DAY

DATE

AGE

Ŭ TOUCH

JUDGE

UP

(ii) SHORT FORMS. Words that are used frequently are given special signs and are given the name *Short Forms*. Ten such short forms are used so frequently that they make up 25 per cent of all the outlines which a shorthand writer has to "take down" when writing normal English. (On pages 123 and 124 these words have been marked so that you can see that they come very frequently—making one-quarter of normal English.) The ten Short Forms are—

A, AN

THE (when by itself)

THE (a small tick when joined to an outline)

OF

TO

BE

IT

THAT

IN, ANY

AND (made with an up motion)

IS, HIS

The outlines for BE and IT are the signs for Bee and Tee used on page 8.

(iii) CONTRACTIONS. In a number of common words it is not necessary to make use of the full outline, and only some of the

consonants are given. The two strokes P-B, for instance, are used for the words—

PUBLIC
PUBLISH
PUBLISHED

(iv) PHRASES. Most of the short forms and outlines given in this Chapter may readily be joined together to make phrases—

TO THE	IT IS THE	THAT IS THE
OF THE	IS IT	IN THAT
THAT THE	IS THAT	OF IT
IN THE	IS THAT THE	OF THAT
IS THE	THAT IS	TO-DAY
IT IS (ITS)		

4. WRITING SHORTHAND. The way to become an expert shorthand writer is by reading, copying, and taking down from dictation shorthand that is not only rightly formed by the rules of the system, but also a good example of shorthand writing in itself. Take your copy of the *Exercise and Drill Notebook*, which is specially designed for use with this book (see page ii), and give special attention to the suggestions for using it given at the front of the book. Then take Exercise 1 and, from the outlines given in this Chapter, first go over the shorthand, reading it a number of times, till the reading of the outlines comes readily and quickly to you.

Then do Exercises 2 and 3 of the *Exercise and Drill Notebook*, keeping in mind these points—

(*a*) The six straight signs for the consonants which are given in this Chapter all go *down*:

(*b*) The Short Form IN or ANY is formed by moving the pen from left to right (that is, in the direction of normal longhand writing), and the Short Form AND goes *up*. The small circle for the Short Form IS (HIS) is made by writing in this direction:

(*c*) The outlines are to be made about the same size as the printed shorthand, and the writing done without putting weight on the pen, very little more force being needed for the thicker lines. If for any reason your outlines are smaller or greater than those in the notebook it is important to keep the right relation between parts of outlines. All *Pee's*, *Bee's*, *Tee's*, etc., are to be the same size.

(*d*) You ought to have a pen with a thin, but at the same time easy and smooth moving point. A pen with a thick point is not at any time to be used, and a pencil used only if you have not a good pen. A pencil, if used, ought to have an H.B. lead, and you ought to keep it sharp.

(*e*) The pen is to be held easily in the fingers, as near to the point as possible. The chief weight of the hand ought to be taken by the muscles of the arm, the rest of the weight being taken on the little finger so that the hand is free to go from side to side of the page.

(*f*) Put the consonant and vowel signs in the same place in relation to the line and to one another as in the printed shorthand.

(*g*) If an outline is made up of two or more parts (as in PAID , PAGE) its parts are to be made WITHOUT LIFTING THE POINT OF THE PEN FROM THE PAPER. An outline is only one sign, and no time is to be wasted over the joining of the parts of the outline. The writing of the consonant signs COMES FIRST, and the vowel signs are put in afterwards. In the outline for PAGE, for example, the consonants are first put down: , and the vowel sign is then put in:

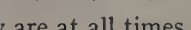
(*h*) It will be a great help to you later if in these early stages you get into the way of writing your shorthand outlines with care. But you are to make your shorthand outlines sharply, writing quickly and smoothly.

(*i*) Make use of Phrases where you are able to do so, because they take much less time in writing. In the longhand exercises of the *Exercise and Drill Notebook* the parts where phrases may be

used are marked in the first half of every exercise, but in the second half you ought to be able to make use of the right phrases without help.

(*j*) You ought to make a point of reading back—or getting another learner to do so—every outline of your shorthand.

Summary

1. The six shorthand signs used for the six English consonant sounds Pee, Bee, Tee, Dee, CHay, Jay are 

They are at all times formed by moving the pen *down*.

Sign	*Letter*	*Name*	*As in*
	P	*pee*	PAY PAID PAGE
	B	*bee*	BE
	T	*tee*	IT TOUCH DATE
	D	*dee*	DAY DATE PAID
	CH	*chay*	TOUCH
	J	*jay*	AGE PAGE JUDGE

2. A thick point or "dot" in the middle place is used for the vowel-sound in PAY , PAID , DAY , PAGE , DATE , AGE A short thin line or "dash" in the middle place is used for the vowel-sound in UP , TOUCH , JUDGE

3. When the vowel comes before the consonant, the vowel-sign is placed to the left, as in AGE and UP ; when the vowel comes after the consonant, the vowel-sign is placed to the right, as in PAY and TOUCH

4. In making shorthand signs for all words (other than some short forms) the shorthand signs to be used are those of the sounds of the word in speech, not of the longhand signs in writing. The shorthand writer goes by sound, and not by the letters that may be used in longhand.*

5. Outlines for common words are joined to make phrases.

6. The "tick" for THE is used only when there is another sign before it to which it can be joined. At other times the dot is used. The tick is made at a sharp angle, and may go up or down to make the angle: PAID THE , THAT THE , IN THE , etc.

7. The Short Form (AND) goes *up*.

8. In phrases the first outline of the phrase takes its right place in relation to the line, and the rest of the outlines are placed where they come naturally: IT IS , IS IT , THAT IS , IS THAT

From the rules given in the Summary do Exercise 4.

---

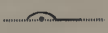
* This is true not only of consonants but of vowels. In the longhand form of the two words pAGE and JUDGE, the one consonant sound of J is given in three ways: G, J, DG, but in shorthand there is only one sign for the sound of J Again, in the longhand form of the three words, pAY, pAId, and pAge, the vowel sound of AY is given in three ways—AY, AI, and A: but in shorthand there is only one sign for the sound of AY—the thick dot. Pitman Shorthand makes a point of using signs for sounds without ever using the same sign for different sounds, that is, it is a "Phonetic system," based on the sounds of the words and not on the letters of the longhand. In other words, the shorthand writer goes by the sounds of words, and not by the longhand letters that make its "spelling."

CHAPTER TWO

5. CONSONANTS AND VOWELS

(i) SYSTEM. These words give you five more consonants—

Kay TAKE

MAKE 

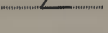
CAME

BECAME

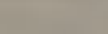
CHEQUE

Gay GET

---

eM MAY 

MAKE

MONDAY 

NAME

eN NO, KNOW

NAME

MONDAY

CHANGE

iNG JUDGING

BEING

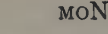
MAKING

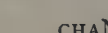
NAMING

CHANGING

TAKING

Two more vowels are used in these words—

Ĕ GET 

CHEQUE 

OE NO, KNOW

(ii) SHORT FORMS

I, EYE — v

AS, HAS — o

YOU — ∩

*NOT — ⌣

HE — ı

ON — ı

THING — ⌣

(iii) CONTRACTIONS

ANYTHING — ⌣

NOTHING — ⌣⌣

(iv) PHRASES

CHANGING THE —

MAKING THE —

TO GET THE —

TO TAKE THE —

ON MONDAY —

MAY BE —

I TAKE —

I PAID —

YOU MAY —

I MAY —

THAT HE IS (HAS) —

AS HE IS (HAS) —

IS HE —

I KNOW THAT HE —

I KNOW THAT HE IS (HAS) —

AS TO —

AS (HAS) THE —

AND THAT —

AND THE —

ON THAT —

IS NOT —

HAS NOT —

IT IS (HAS) NOT —

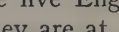
THAT HE IS (HAS) NOT —

* As will be seen from Chapter 14, this outline is not in fact a short form, but is given as early as this because it comes so frequently in English.

Page = PayJ = **Judge = JŭJ =**

6. From the outlines given in this Chapter do Exercises 5, 6, and 7 in the *Exercise and Drill Notebook*. Go over the outlines in Exercises 5 and 6 again and again till your eye takes them in nearly as quickly as it takes in longhand. In Exercise 6 the vowel-signs have not been put in the outlines which came into Chapter I. The reading of these outlines, even without the signs for vowels, will come quite readily to you. This is because in English the consonants are much more important than the vowels.* If all the consonants are given in an outline, the reading of nearly every word, without the help of the signs for the vowels, is quite simple. In all the shorthand exercises after Exercise 5 signs for vowels will not be put in outlines which have been given before, when it is safe not to put them in. Do as is done in the *Notebook*, either not putting in the vowels at all or putting them in as in the Examples. In Chapter 31 are given the general rules when the vowels should or should not be put in shorthand outlines.

Summary

1. The five shorthand signs  and are used for the five English consonant sounds Kay, Gay, eM, eN, and iNG. They are at all times made by moving the pen FROM LEFT TO RIGHT, that is, in the direction of normal longhand writing—

Sign	*Letter*	*Name*	*As in*
	K	*kay*	CAME TAKE MAKE
	G	*gay*	GET
	M	*em*	MAY MONDAY
	N	*en*	KNOW NAME CHANGE
	NG	*ing*	JUDGING BEING

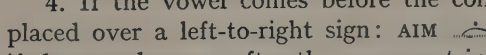
* When a payment has been made the sign *Pd.* is used in longhand. In the same way, in shorthand the consonant signs are enough.

2. A thin "dot" at the middle of a stroke is used for the vowel-sound in GET , CHEQUE

3. A thick "dash" at the middle of a stroke is used for the vowel-sound in KNOW, NO

4. If the vowel comes before the consonant, the vowel-sign is placed over a left-to-right sign: AIM , ACHE , OAK ; if the vowel comes after the consonant in the longhand, the vowel-sign is placed under the sign: MAY , GAY , COE

5. Vowel-signs do not have to be used in all outlines:



6. The Short Form HE is used only when it is possible for it to be joined to an outline coming before it: THAT HE , AS HE .

7. Only the first part of the Short Form I is used when it comes before eM: I MAY

8. In outlines like MONDAY and GET , where the first part of the outline is made from left to right and the later part goes down, the first part is put over the line in such a way that the down line may take its right place: MONDAY , GET

9. Two short lines are placed under an outline when the word is a name or important word: MAY , MONDAY

From the rules given in the Summary do Exercise 8.

Know = Noe = **Came = KayM =**

CHAPTER THREE

7. CIRCLE eSS

(i) SYSTEM. The consonant eSS (or Zee) is one of the most important of all the consonants because it comes into English words so frequently. Take the following words and outlines—

AGES	NAMES	SAME
PAGES	PAYS	SOME
TOUCHES	DAYS	SENSE
JUDGES	MONDAYS	SUNDAY
CHANGES	BASE	SUNDAYS
DATES	DOES	SET
GETS	CASE	SETS
CHEQUES	CUSTOM	SAID
TAKES	CUSTOMS	SUCH
TAKINGS	KNOWS	THINGS
MAKES		PUBLISHES

(ii) SHORT FORMS

ALL		SPEAK	
TWO, TOO		ARE	(up motion)
BUT		OUR, HOUR	(up motion)
SPECIAL, SPECIALLY			

Let your Ear tell you the Shorthand Outline, not your Eye

(iii) CONTRACTIONS

EXCHANGE
EXCHANGED

EXCHANGES

EXPECT
EXPECTED

EXPECTS

SOMETHING

(iv) PHRASES

ALL THE

DOES THE

TO EXCHANGE THE

PAYS THE

ON SUNDAY

YOU ARE

ARE NOT

YOU ARE NOT

THAT HE MAY

OF SUCH

TO SET

TWO HOURS

I EXCHANGE
I EXCHANGED

I EXPECT
I EXPECTED

8. UNIMPORTANT VOWELS. See page 16, Par. 6. In all the shorthand from now on the vowel-signs will not be given in outlines in which they are not important if the outlines have frequently been given before.

From the outlines given in this Chapter do Exercises 9, 10, and 11.

Cheque = CHěK = **Monday = MŭNDay =**

Summary

1. For the consonant eSS (or Zee), which comes into English so frequently, a small circle is used in shorthand. It is put—

(*a*) INSIDE CURVES: KNOWS , NAMES , SAME , SOME , SENSE

(*b*) ON THE RIGHT SIDE OF STRAIGHT SIGNS WHICH GO DOWN: PAYS , PAGES , TOUCHES , DAYS , GETS , SET , SAID

(*c*) ON THE TOP SIDE OF STRAIGHT LEFT-TO-RIGHT SIGNS AND ON THE LEFT OF STRAIGHT SIGNS WHICH GO UP: TAKES , MAKES , CASE , HOURS

(*d*) OUTSIDE THE ANGLE FORMED BY TWO STRAIGHT SIGNS: CUSTOM , CUSTOMS , EXCHANGE-D , EXPECT-ED

2. The writing of circle eSS at the end of a short form or contraction is the same as with other shorthand outlines: THINGS , SPEAKS , EXCHANGES , EXPECTS

3. Only the first part of the Short Form I is used before Kay and Gay: I EXPECT-ED , I EXCHANGE-D

4. It is possibly wise to go over again what was said about writing shorthand on pages 10 and 11.

In the same way that there are bad writers of longhand there are bad writers of shorthand, and it is important that every student makes an attempt to get a good writing behaviour, and a tendency automatically to make good shorthand outlines. If this tendency is formed early in the learning of shorthand it will be kept, but if bad writing behaviour and tendencies are formed it is very hard to overcome them later. Go carefully through the suggestions made on pages 10 and 11 of the *Modern Course* and on pages i, ii and iii of the *Exercise and Drill Notebook*.

Shorthand gives Signs for Sounds, not for Letters of Longhand

TABLE OF SHORT FORMS AND CONTRACTIONS GIVEN IN CHAPTERS 1, 2, AND 3

A (AN)

THE (when by itself)

(when in a phrase)

OF

TO

ALL

TWO
TOO

ON

BUT

HE

AND (up)

THAT

I
EYE

YOU

AS
HAS

IS
HIS

SPECIAL
SPECIALLY

SPEAK

EXPECT
EXPECTED

EXCHANGE
EXCHANGED

PUBLISH
PUBLISHED
PUBLIC

BE

IT

IN
ANY

THING

ANYTHING

NOTHING

SOMETHING

ARE (up)

OUR
HOUR (up)

From the rules given in the Summary do Exercise 12.

Change = **CHayNJ** = **Custom** = **KŭSTŭM** =

CHAPTER FOUR

9. CONSONANTS

(i) SYSTEM. Nine of the other consonants are used in these outlines—

eF FACE

FACING

SAFE

SAFES

EFFECT

ENOU*GH* (enuF)

Vee SAVE

SAVES

SAVING

---

iTH (light sound)

BOTH

MONTH

MONTHS

THee (heavy sound)

THEY

---

eSS SAY

SAYS

SO

US

Zee WAS (WOZ)

---

iSH SHOW

SHOWS

SHOWED

ZHee USUAL, USUALLY (U*zh*UAL)

Pay attention to the Sounds of the English Language, not to the Letters of Longhand

aR AIR SIR SIRS

*DOOR DOORS FORCE

CUSTOMER CUSTOMERS

(ii) SHORT FORMS

FOR HAVE WAS

USUAL USUALLY THEM

THOSE THIS †FROM

(iii) CONTRACTIONS

FEBRUARY

MANUFACTURE MANUFACTURED

MANUFACTURER MANUFACTURERS

(iv) PHRASES

THAT IT WAS
THAT HE WAS
THAT THEY
OF THEM
OF THIS

OF SOME
OF THOSE
FOR THEM
FOR THIS
FOR YOU

TO SAVE
TO FACE THE
I HAVE
I WAS
FROM THE

* This selection from the possible vowel-sounds for this word may seem wrong to some, but it will seem quite right to others. There are two points to be had in mind: (1) The Southern English sound "Daw" is not pleasing to Americans and to a great many Englishmen; (2) the sign "..." is not only the best for those who are able to make the sound of the "R," but gives a better sign for shorthand reading purposes.

It is possibly interesting that it is chiefly in cases where an "R" is present that there are different opinions about the sound on which the shorthand sign is to be based.

† The reason for this form is made clear on page 74.

Some = SuM = ... Age = ayJ = ...

From the outlines given in this Chapter do Exercises 13, 14, and 15.

Summary

1. The English consonant sounds eF, Vee, iTH, *TH*ee, eSS, Zee, iSH, ZHee, and aR, have curved shorthand signs, as under—

Sign	*Letter*	*Name*	*As in*
	F	*ef*	FACE SAFE ENOUGH
	V	*vee*	SAVE SAVES
	TH	*ith*	MONTH BOTH
	TH	*thee*	THEY THEM
	S	*ess*	SAY SO US
	Z	*zee*	WAS
	SH	*ish*	SHOW SHOWED
	ZH	*zhee*	USUAL USUALLY
	R	*ar*	AIR DOOR FORCE

2. There are two shorthand signs for the sounds of eSS and Zee—

(i) The small circle

(ii) The curves eSS and Zee

The circle eSS is generally used, but the curve is used—

(*a*) At the start of an outline when a vowel comes before the eSS or Zee: US

(*b*) At the end of an outline when a vowel comes after the eSS or Zee: SAY, SO

(*c*) If the curve is used in the root word, it is kept in other like words that come from that root: SAY, SAYS

From the rules given in the Summary do Exercise 16.

SOME IMPORTANT QUESTIONS

(To be answered in Shorthand)

(1) Are you training your ear and your fingers together by writing shorthand from word of mouth, and (2) do you do this for a great part of your learning time?

(3) Are you forming your shorthand well enough for your teacher to put a page of your notebook on view on the board? (4) Is the place of the outline in relation to the line, and (5) the size of the signs in relation to one another as good as it ought to be? (6) Are you forming your outlines as one sign formed with a quick or unbroken motion?

(7) Are you in any new Chapter going straight to the reading and writing of the shorthand exercises, and (8) putting off learning the rules till you have done all the exercises? (9) Are you learning the rules only when you are able to do all the exercises (both shorthand and longhand) from word of mouth and in a separate notebook at a rate of reading of at least 50 words a minute?

(10) Are you then learning the rules so that you are able to put down the right shorthand sign for any word-sound covered by those rules? (11) Are you able to say that it is by sound that you make all your outlines, and not ever by the letters in the printed word?

(12) Are you doing some shorthand every day? (13) Are you making good progress, and (14) are you getting pleasure from your learning shorthand?

If you are able to give the answer "yes" to these questions put in your notebook the words "I am" (see the phrase on page 27) or "It is" in shorthand against the number of the question; if not, put "No" in shorthand. Take one point for each question to which you put the shorthand outline for "I am," or "It is." Ten is a good mark, and anything over twelve is very good.

Enough = **ĕNŭF** = **Effect** = **ĕFĕKT** =

CHAPTER FIVE

10. VOWELS

(i) SYSTEM. These words give you four other vowels. Make a note of the place of the vowel in relation to the sign and of the place of the outline in relation to the line.

Ă AT
ADD
ADDS
ADDING
SAT
AM
*ASK
*ASKS

*ASKING
BACK
BACKS
BANK
BANKS
FACT
FACTS

*PASS
*PASSING
*MASS
TAX
TAXING
AGO
AMONG

AH ARM
ARMS
CAR
CARS
FAR
FARM
FARMS

Ŏ *OFF
GOT
*OR
*FORM
*FORMS

AU TALK
TALKS
TALKING
BOUGHT

CAUSE
CAUSING
CAUSED
SAW

---

* Readers who say these words (ASK, OFF, etc.) with the long vowels, as in the words ARMS, TALK, etc., should keep in mind two things—

1. That those in the North of England, in Scotland, in Canada, and in the U.S.A., say ĂSK, not AHSK, ŎFF not AUFF.

(*Continued on page* 27)

The Method of Writing the English Language ought clearly to be Based on the Sounds of that Language and not on the Forms of another Kind of Sign

(ii) SHORT FORMS

SHOULD (up motion)

HAD

PUT

DO

TO BE

DIFFERENT
DIFFERENCE

BEEN

(iii) CONTRACTIONS

INSURANCE

JANUARY

(iv) PHRASES

I PUT

ON THE

I BOUGHT

BUT THE

I HAD

I SAW THE

I AM

SHOULD HAVE

PASS THE

YOU SHOULD

AT THE

DO YOU

From the outlines given in this Chapter do Exercises 17, 18, and 19

---

2. That, because Isaac Pitman used an ordered system in listing his signs for vowels, no trouble is caused by the fact that some say the words differently from others. Those who say ĂSK may use in writing shorthand, those who say AHSK may use Whichever is said, there will be no error in reading the sign

In the same way, those who say a long AU in OFF and those who say a short ŏ in OFF will readily be able to put what they say into writing, without there being any doubt about what they are writing. The same is true of FORM and OR, though here it is the R that makes one person say the words differently from another.

Tax = TĂKS = **Talks = TauKS =**

Summary

1. An outline is placed over the line if the first vowel-sign in the outline is a first-place vowel. In the outlines ADD , ARM , OFF , TALKING , the first vowel-sign is placed at the start of the outline—that is, in the FIRST place, and the outlines are put in the FIRST place, that is, OVER the line. For example, the outlines TALK , SAW , FACT are placed *over* the line and are first-place outlines. The outlines TAKE , SAY , EFFECT are *on* the line and are second-place outlines.

2. A first-place outline ought to be so formed that the end of the first down sign of the outline is over and clear of the line. For example,

GOT TAX OR

but GET TAKES AIR

3. If in a first-place outline there are left-to-right signs only, the outline is put well over the line: AMONG , AGO

4. Whatever the vowels that come after, if the first vowel-sound in a word is a first-place vowel the outline for that word is put in the first place—that is, OVER the line. In the outlines AMONG and AGO , for example, the first vowel is put in the first place and the outline is placed over the line.

5. The outlines which came into Chapters 1 to 4 are all ON the line—that is, in the second place—because the first vowel-sign in the outlines comes at the middle of the stroke—that is, in the second place: PAID , TOUCH , ENOUGH , BOTH .

6. By writing outlines in their proper places in relation to the line it is possible for the place of the first vowel in an outline to be made clear without any vowel being put in. For example, if you

see the two outlines and , and someone says to you that one is the outline for FACT and the other for EFFECT, then, because the first outline is over the line and the second outline is on the line, the reader is able to say that the vowel in the first outline is a first-place vowel and that is FACT and is EFFECT.

7. A short form is sometimes put a little higher or a little lower so that an outline coming after it may take its right place: IN THOSE , IN THIS , IN THESE (*See Chapter* 6).

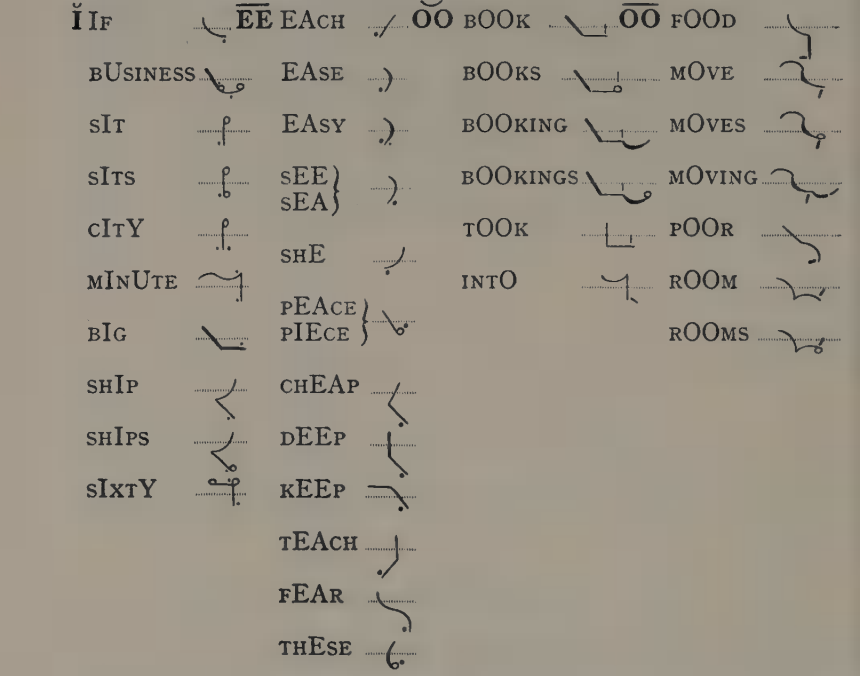
8. The outlines for the phrases ON THE and BUT THE are made a little sloping.

From the rules given in the Summary do Exercise 20.

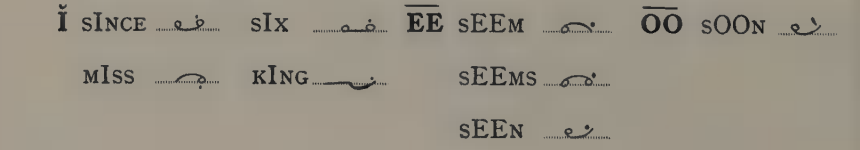
CHAPTER SIX

11. VOWELS

(i) SYSTEM. These words give you four other vowels. Make a note of the place of the outline in relation to the line and of the place of the vowel sign in relation to the outline.



12. Here are some more examples. Because there are clear reasons against writing an outline completely under the line, these outlines are put on the line—



13. It is the first-sounded vowel in a word that gives the place of the outline in relation to the line of writing; the later vowels are not taken into account for the placing of the outline—

BODY ARMY MONEY

COPY BABY PENNY

COPIES SAFETY APPEAR

OFFICE MANY APPEARS

(ii) SHORT FORMS

CAN WHICH * THEIR / THERE

COME SHALL

MUCH WISH

(iii) CONTRACTIONS

INFORM / INFORMED BECOME KNOWLEDGE

INCOME

(iv) PHRASES

SHE IS (HAS) IT SEEMS

SHE SAYS THAT YOU CAN

IF YOU IN WHICH

IF YOU ARE I SHALL HAVE

I SHALL BE OF THEIR

TO MOVE TO THEIR

OF WHICH FOR THEIR

IT SHOULD BE THAT THERE WAS

AND HAS (IS) THAT THERE WAS NOT

* The reason for this form is made clear on page 74.

From the outlines given in this Chapter do Exercises 21, 22, and 23.

Summary

1. An outline (other than one made of left-to-right signs only) is put through the line of writing, (that is in the third place) if the first vowel-sound in the word is a third-place vowel.

2. The use of the three places is of special value in making the sense clear if there are three words having the same consonants but different vowels—

TALK

SAT

TAKE

SET

TOOK

SIT

3. A third-place outline is to be so placed that the first sign of the outline which goes down is put THROUGH the line: BIG , SIXTY , FEAR

4. Outlines in which there are only left-to-right signs have no third place. Such outlines, even though the first vowel-sound is a third-place vowel, are put in the second place: KING , MISS , SINCE

5. When a third-place vowel comes between two signs it is put in the third place BEFORE the sign which comes after it: BIG , SHIP , DEEP , CHEAP , TOOK , BOOKS , ROOM .

TABLE OF SHORT FORMS AND CONTRACTIONS GIVEN IN CHAPTERS 4, 5, AND 6

SHOULD — (up motion)

PUT

TO BE

BEEN

HAD

DO

DIFFERENT
DIFFERENCE

MUCH

WHICH

CAN

COME

BECOME

INCOME

INFORM
INFORMED

INSURANCE

KNOWLEDGE

FOR

HAVE

FEBRUARY

THEM

THOSE

THIS

SHALL

WISH

WAS

USUAL
USUALLY

THERE
THEIR

FROM

MANUFACTURE
MANUFACTURED

MANUFACTURER

JANUARY

From the rules given in the Summary do Exercise 24.

CHAPTER SEVEN

14. STROKE eL

(i) SYSTEM. Here are some examples of another consonant. The second list, however, gives examples of outlines in which the eL takes the same form, but is made in the opposite direction.

eL (up)

LAW
LAWS
LOW
LOVE
LOVING
LOVES
LIVE
LIVING
LIVES
LEAVE
LEAVING
LEAVES
LEAD
LEADING

LONG
LOOK
LOOKED
LOOKING
LOSS
LESS
ALSO
COAL
MEAL
MEALS
COLOUR
COLOURS
ANIMAL
ANIMALS

PULL
PULLS
FOLLOW
FOLLOWED
FOLLOWS
FULLY
SELL
SELLING
SMALL
FAMILY
FAMILIES
DETAIL
DETAILS

MILK
EARLY
NAMELY
MONTHLY
EASILY
SAFELY
SALE
SAIL
SALES
SAILS
SELF
SELVES

eL (down)

FALL
FALLING
FALLS
FEEL

FEELING
FEELS
FULL

ALONG
ONLY
KINGLY

LOVINGLY
LESSEN
SENSELESS

15. DIPHTHONG IE

(i) SYSTEM. The sign for the diphthong-sound IE is put in the first place—

BY, BUY

BUYER

BUYING

DIE

DYING

MY

TIME

TIMES

FIRE

FIRES

JULY

LIFE

LIKE

LIKELY

MILE

MILES

SIDE

SIGN

SIGNS

SIZE

SCIENCE

DESIRE

(ii) SHORT FORMS

WHY

WITH

WHEN

GO

GIVE, GIVEN

ME

HIM

(iii) CONTRACTIONS

ELECTRIC

ELECTRICITY

(iv) PHRASES

I WILL

THAT YOU WILL

I LIKE THE

WITH IT

WHEN THEY

WHEN HE IS

TO GO

TO GIVE

TO ME

WHY DO YOU

I FEEL

From the outlines given in this Chapter do Exercises 25, 26, and 27.

Summary

1. The sign is used for the sound of eL and is formed sometimes by an up motion and sometimes by a down motion of the pen. It generally goes up: LEAVE , LEAD , LONG , ALAS , ALPS Down motion is, however, used:

(*a*) To make the writing of eL simpler when it comes after eN or iNG: ONLY , KINGLY

(*b*) To make it more clear where the vowels come in a word—

(i) When eL comes after a vowel and before a left-to-right sign. For example—

ALONG
ALIKE
but
LONG
LIKE

The outlines and make it clear to the shorthand writer that there is a vowel at the start of the word before the eL, and that the words are for that reason ALONG and ALIKE.

(ii) When eL comes at the end of a word after eF , Vee , SKay and no vowel comes after it. For example—

FULL
FALL
VALE
SCALE
but
FULLY
FOLLOW
VALLEY
SCALY

The outlines and make it clear to the shorthand writer that there is a vowel at the end of the word after the eL.

(*c*) To make a more readily formed sign so that the pen may go in the right direction. When eL goes before or comes after a circle eSS and a curve, the eL takes the direction of the circle and curve: LESSEN , SENSELESS

2. The form of eL used in the root outline is kept in outlines from the same root: FEEL , FEELING , PULL , PULLING

3. The sign is used for the diphthong-sound IE, and is put in the first place: BY , TIME , FIRE

4. If a vowel-sound comes after a diphthong, a small tick is put on to the diphthong: BUY , BUYER , BUYING , DIE , DYING , SCIENCE (These signs are named Triphones.)

5. The stroke form of eSS is used at the start of an outline when a triphone comes after the eSS: SCIENCE , SCIATICA

6. When a word starts with eSS-vowel-eSS, the stroke form of eSS is generally used first in the shorthand outline: SIZE , SAUCER

7. An upstroke eL is used for the word WILL in phrases: I WILL , YOU WILL , IT WILL BE

8. Only the first half of the Short Form I is used before eL: I WILL , I LIKE

9. Make a note of the special outline ALSO and of the phrase TO GO The vowel is put in this phrase to keep it clear from TO GIVE

From the rules given in the Summary do Exercise 28.

CHAPTER EIGHT

16. CONSONANTS Way AND Yay

(i) SYSTEM. Two more consonants—straight signs formed with an up motion—are used in these outlines.

Way (up)

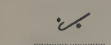
WAY
WEIGH

WINDOW

WEDNESDAY

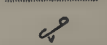
WAYS
WEIGHS

ALWAYS

AWAY 

WIDE

WATCH

WISE 

WATCHES

WISELY

Yay (up)

USE

USEFULLY

USING

USELESS

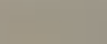
USEFUL

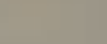
YES

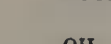
17. DIPHTHONG OI

(i) SYSTEM. The sign for the diphthong sound OI is put in the first place:

BOY

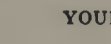
BOYISH 

VOICE 

BOYS 

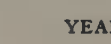
OIL

(ii) SHORT FORMS

WHAT 

YOUR

WE

WOULD 

YEAR

(iii) CONTRACTIONS

NEVER NOVEMBER YESTERDAY

(iv) PHRASES

WE CAN WHAT WAS

WE ARE IT WOULD BE

WE ARE NOT TOO MUCH

WE FEEL SO MUCH

From the outlines given in this Chapter do Exercises 29, 30, and 31.

Summary

1. The two up signs and are used for the English consonant sounds Way and Yay—

Sign	*Letter*	*Name*	*As in*
	W	*way*	WAY WEDNESDAY
	Y	*yay*	USE YESTERDAY

2. The sign is used for the diphthong sound OI and is put in the first place: BOY , VOICE The triphone sign is used, as in the word BOYISH

3 The diphthong-sign is joined in the word OIL

4. The full outline for MUCH is sometimes used to make the reading of a phrase clearer: SO MUCH , TOO MUCH

From the rules given in the Summary do Exercise 32.

CHAPTER NINE

18. CONSONANT Ray

(i) SYSTEM. Another form for consonant R is used in these outlines—

RIGHT, WRITE

ALL RIGHT

WROTE

RATE

RATES

READ

READING

RED, READ

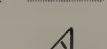
READY

ALREADY

ROAD

ROADS

WRONG

REACH 

REASON

REASONS

RECEIVE

RECEIVING

RULE

RULING

RAILWAY

RAILWAYS

CARRY

CARRIED

MARRY

MEMORY

ANSWER

ANSWERS

OFFICER

OFFICERS

TO-MORROW

AUTHORITY

AUTHORITIES

CHARGE

CHARGES

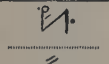
MARCH

MARCHES

MARK

PARTY

PURPOSE

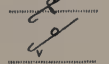
SATURDAY 

SERVICE

EARTH

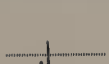
DISAPPEAR

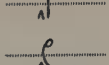
USER

WISER 

19. DIPHTHONG OW

(i) SYSTEM. The sign for the diphthong-sound OW is put in the third place.

OUT 

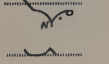
SOUTH 

ANNOUNCE

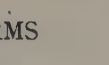
ANNOUNCING

POWER

POWERLESS

NOW 

(ii) SHORT FORMS

HOW 

WHO

*MORE

*MR.

(iii) CONTRACTIONS

REGULAR

REGULARLY

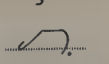
SATISFACTORY

SATISFACTORILY

(iv) PHRASES

WHO WAS

WHO WOULD

WE CAN SEE 

ON SATURDAY

I WROTE

HOW THE

* The reason for these forms is made clear on page 74.

From the outlines given in this Chapter do Exercises 33, 34, and 35.

Summary

1 There are two forms for consonant R—

, an *up* sign, named Ray: RATE , REACH , CARRY

, a *down* sign, named aR: AIR , CAR , DOOR

2. The down form aR is used—

(*a*) When it is the first consonant in a word and a vowel comes before it: OR , AIR

(*b*) Generally when aR comes at the end of a word: DOOR , FIRE , APPEAR

(*c*) Before eM: ARM , ROOM

3. The up form Ray is used—

(*a*) When it is the first consonant in a word and no vowel comes before it: WRONG , RECEIVE , REASON

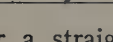
(*b*) When it is the last consonant in the word and a vowel comes after it: CARRY , MARRY , MEMORY

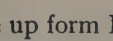
(*c*) After the curves eN-eSS and eF-eSS : ANSWER , OFFICER

(*d*) Generally in the middle of a word: MARCH , MARK , AUTHORITY , CHARGE

(*e*) Before and as in ARRAYED , ARCH , URGE , EARTH , to make the writing of the outline simpler.

(*f*) After two signs going down, as in DISAPPEAR , DOWNSTAIRS

(*g*). After a straight up sign, as in ROAR  , CAREER , USER , WISER

4. After the up form Ray the sign for eL goes down if there is no vowel after it. (In this Ray is like  and (see 1. (ii) in the Summary on page 36.).

For example—

RAIL
FULL
VALE
SCALE

but

RALLY
FULLY
VALLEY
SCALY

5. The sign is used for the diphthong-sound OW, and is put in the third place: OUT , ANNOUNCE , SOUTH The OW diphthong is sometimes joined to a consonant, as in NOW

6. If a vowel-sound comes after OW (making a triphone), a small tick is put on to it, as with the first-place diphthongs: POWER , POWERLESS

From the rules given in the Summary do Exercise 36.

CHAPTER TEN

20. CONSONANT Hay

(i) SYSTEM. Three forms of sign are used in these outlines—

Hay (up)

HAPPY

HAPPINESS

HEAD

AHEAD

HEAVY

HOPE

HOPES

HISTORY

HOUSE

Hay (down)

HE

HIGH

HIGHER

HIGHLY

HIGHWAY

HIGHROAD

Hay (tick)

HOME

HOMES

WHOM

HER

HEAR
HERE

HORSE

HELP

HELPS

HOLD

HOLDING

HELD

WHOLE
HOLE

HEALTH

HEALTHY

21. DIPHTHONG UE

(i) SYSTEM. The sign for the diphthong-sound UE is put in the third place—

TUESDAY

ISSUE

ISSUES

NEW, KNEW

FEW

FEWER

VIEW

VIEWS

NEWS

VALUE

VALUER

(ii) SHORT FORMS

THANK, THANKED

THINK

(iii) CONTRACTIONS

REPRESENT, REPRESENTED

RESPECT, RESPECTED

(iv) PHRASES

WITH YOU

WHEN YOU

WHAT YOU

WOULD YOU

GIVE YOU

CAN YOU

TO HEAR

FOR HER

TO WHOM

FOR WHOM

THAT YOU WERE

THAT WE WERE

THEY WERE

HE IS (HAS)

HE CAN

WE THINK

From the outlines given in this Chapter do Exercises 37, 38, and 39.

Summary

1. In order to make outlines as simple as possible, three* forms are used for the consonant Hay—

(*a*) The up form Hay is generally used: HAPPY , HOPE , HEAD , AHEAD , HISTORY .

(*b*) The down form Hay is used when Hay is the only consonant in the word, or when it comes before Kay or Gay: HIGH , HE , HIKE , HOG ; and in words that come from the root HIGH: HIGHER , HIGHLY , HIGHWAY

(*c*) The small tick for Hay is used before eM, eL, and the down sign aR: HOME , HOMES , WHOLE , HELP , HOLD , HORSE , HER , HEAR

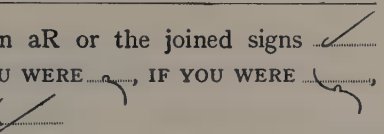
The word HoMeLieR is of value as a help to the memory for the use of tick Hay, because it has in it the three consonants eM, eL, and aR before which tick Hay is used.

2. The Short Form HE is used only when it is joined to a stroke coming before it: THAT HE , THAT HE IS . At other times the stroke form is used: HE IS , HE CAN

3. The diphthong-sign for UE is put in the third place: TUESDAY , VIEWS , NEWS . The UE diphthong is sometimes joined to a stroke coming before it: FEW , VIEW , KNEW . The triphone sign is used as in VALUER

4. The Short Form YOU is sometimes put on its side when joined to other outlines: GIVE YOU , WITH YOU , WHEN YOU , WHAT YOU , WOULD YOU , ARE YOU

* In certain other words a small dot is used for the sound of H, and in certain others no sign is necessary. The rules for these are given on page 66.

5. In phrasing, the down sign aR or the joined signs  are used for the word WERE: YOU WERE, IF YOU WERE, WE WERE, THEY WERE

6. If in longhand there is a line joining two words, two small lines are used in shorthand: MAKE-UP The sign is used in shorthand where a line is used in longhand. For example—

From the rules given in the Summary do Exercise 40.

CHAPTER ELEVEN

22. TABLE OF CONSONANTS—

Sign	*Letter*	*Name*	*As in*
	P	*pee*	PAID UP
	B	*bee*	BODY BACK
	T	*tee*	TAKE TOUCH
	D	*dee*	DEEP FOLLOWED
	CH	*chay*	CHEAP TOUCH
	J	*jay*	JUDGE AGE
	K	*kay*	KEEP CAME
	G	*gay*	GOT BIG
	M	*em*	MAKE CAME
	N	*en*	CHANGE KNOW
	NG	*ing*	CHANGING BEING
	F	*eff*	FOOD SAFE
	V	*vee*	VIEW SAVE
	TH	*ith*	BOTH THINK
	TH	*thee*	THEY THEM
	S	*ess*	SO SEE CASE
	Z	*zee*	EASE WAS VIEWS
	SH	*ish*	SHOW SHALL
	ZH	*zhee*	USUAL USUALLY
(Down)	R	*ar*	ARM FEAR
(Up)	R	*ray*	RATE CARRY
(Up)	L	*el*	LONG FULLY
(Down)	L	*el*	ALONG FULL
	W	*way*	WEIGH WIDE
	Y	*yay*	YES USE
(Up)	H	*hay*	HAPPY HEAD
(Down)	H	*hay*	HIGH HE
(Tick)	H	*hay*	HOME HOLD HERE

23. VOWEL SIGNS

The 12 vowel sounds to which signs are given in Pitman Shorthand all come into the two groups of words——

THAT PEN IS NOT MUCH GOOD. PA MAY WE ALL GO TOO?

There are three places in which these vowels are put, and three places in which outlines are put—

1st place: TAX ARM GOT TALK

2nd place: CHEQUES AIR UP SHOW

3rd place: BIG HEAR BOOK ROOM

It is not necessary to put in all the vowel signs in every outline. The consonants of the outline and the sense of the story usually make the outlines easy in reading back: CHANGE , FOLLOWED If the form of sign used shows where vowels come there is even less need to put in every vowel sign:

LIKE FULL CAR

ALIKE FULLY CARRY

24. DIPHTHONGS AND TRIPHONES

The four diphthongs used in Pitman Shorthand all come into the sentence: I NOW ENJOY MUSIC.

The diphthongs IE and OI are put in the first place: BY , BOY

The diphthongs OW and UE are put in the third place: OUT , BEAUTY

If a vowel comes after a diphthong, a small tick is put on to the diphthong sign: BUYER , BOYISH , POWER , FEWER

Pitman Shorthand gives a sign for every sound in the English language: longhand does not. Therefore make use of the shorthand signs in representing English words, and take care not to let the letters of the longhand sign make you go wrong. Examples are given at the foot of pages 15 to 27 (odd numbers), and this point is put before you in different ways at the foot of pages 14 to 26 (even numbers).

From the rules given in this Chapter do Exercises 41 and 42.

CHAPTER TWELVE

25. CIRCLES SWay AND SeZ

(i) SYSTEM. Circles are used as signs for the sounds of SWay and SeZ (and SeSS or ZeZ) in these words—

SWay SWEET

SWEETLY

SWEETS

SeSS, SeZ or ZeZ

CAUSES

CASES

PASSES

TAXES

USES

PURPOSES

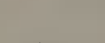
ANNOUNCES

HOUSES

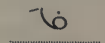
LOSSES

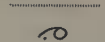
BUSINESSES

FACES

OFFICES 

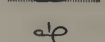
MASSES

SUCCESS 

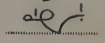
SUCCESSFUL 

SUCCESSFULLY

NECESSARY

EXIST 

EXISTS

BASIS 

(ii) SHORT FORMS

MYSELF

HIMSELF

OURSELVES

THEMSELVES

VERY

(iii) CONTRACTIONS

OBJECT
OBJECTED

(iv) PHRASES

VERY MUCH

VERY MANY

AS WE HAVE

AS WE ARE

AS WELL AS

AS SOON AS

THIS IS

IN THIS CITY

IT IS NECESSARY

From the outlines given in this Chapter do Exercises 43, 44, and 45.

Summary

1. A circle named the SWay circle is used when the sound of SWay comes first in a word: SWEET , SWEETLY

2. A circle of the same size, named the SeZ circle, is used at the end or in the middle of an outline for the sound of SeSS, ZeZ or SeZ: SUCCESS , NECESSARY , CAUSES , USES , CASES , FACES

3. A vowel, other than the short *ĕ* vowel, coming between the two consonants, is put inside the circle: EXIST , BASIS , EXERCISE

4. The rules for writing the SWay and SeZ circles are the same as for writing the circle eSS. The circles are put inside curves: FACES, LOSSES, NECESSARY; on the right side of straight down signs: SWEET, BASIS; and on the top side of straight left-to-right signs and of up signs: SWAG, CASES, SUCCESS, HOUSES. It is also put outside the angle formed by two straight signs: EXIST, EXISTS

5. The SWay and SeZ circles are used in phrases: AS WE HAVE, AS WE THINK, AS WE ARE, AS WELL AS, THIS IS, THIS CITY, AS SOON AS, IS AS, AS IS

6. The different sizes of the circle eSS and the SWay and SeZ circles have always to be clearly kept: SIT, SWEET, PASS, PASSES, LOSS, LOSSES, CUSTOM, EXIST

From the rules given in the Summary do Exercise 46.

CHAPTER THIRTEEN

26. LOOPS STee AND STeR

(i) SYSTEM. Loops, like circles, are used in Pitman Shorthand as a very quick way of writing two or more consonants—

STee

STOP		AUGUST		SUGGEST	
STEP		BEST		SUGGESTING	
STEPS		COST		REST	
STATE		COSTS		WEST	
STATES		JUST		WASTE	
STORY		MUST		WASTES	
STORE		TEST		PASSED PAST	
STORES		TESTS		USED	
STILL		LAST		TAXED	
STEEL		LIST		ANNOUNCED	
STONE		LEAST			

STeR

MASTER		MASTERPIECE		WASTER	
MASTERS		MASTERPIECES		WASTERS	

27. CON- OR COM- DOT

(i) SYSTEM. A small and light point or dot is used for the syllable CON-, COM- when it comes first in a word—

CONTINUE		CONTINUOUS		COMMON	
CONTINUES		COMMIT		COMPANY	
CONTINUAL		COMMITTEE		COMPANIES	
CONTINUALLY		COMMITTEES			

(ii) SHORT FORMS

FIRST MOST BECAUSE

NEXT SEVERAL

(iii) CONTRACTION

ENGLISH

(iv) PHRASES

YOU MUST YOUR COMPANY

I MUST FOR THIS COMPANY

JUST NOW IN COMMON

LAST YEAR ARE CONTINUING

From the outlines given in this Chapter do Exercises 47 and 48.

Summary

1. A small loop at the start, at the end, or in the middle of a word is used for the sounds of STee or ZDee, and is named the STee loop: STEP , STATE , STONE , LAST , USED , LEAST , WASTE , SUGGEST , SUGGESTING

Make a note of the outlines: COST , CAUSED , which are formed in different ways so that the one may not be taken for the other.

2. A wide loop is used at the end or in the middle of an outline for the syllable STeR and is called the STeR loop: MASTER , MASTERPIECE

The STeR loop unlike the STee loop is not used at the start of an outline.

3. The circle eSS is put on to these loops and to the SeZ circle at the end of a stroke in this way: LIST , LISTS ; SUGGEST , SUGGESTS ; MASTER , MASTERS ; SUCCESS , SUCCESSES

4. At the start or at the end of an outline the rules for using the STee and the STeR loops are the same as for writing the circles. When they come in the middle of a word, the loops are used in this way: SUGGESTING , MASTERPIECE

5. The different sizes of the STee and STeR loops have to be clearly kept: MASSED , MASTER ; WASTE , WASTER

6. When the syllable CON- or COM- comes first in a word, a small dot is used, put at the start of the outline: CONTINUE , COMMITTEE , COMMON , COMPANY

7. When CON-, COM-, CUM- or COG- come in the middle either of a word or of a phrase, the sign that comes after the CON-, COM-, CUM- or COG- is put near to the sign that comes before the CON-, COM-, CUM- or COG-: DISCONTINUE , UNCOMMON , YOUR COMPANY , THIS COMMITTEE , RECOGNIZE

8. Where -OUS comes at the end of a word and a diphthong comes before it, the full form of eSS is used. For example—CONTINUES but CONTINUOUS

From the rules given in the Summary do Exercise 49.

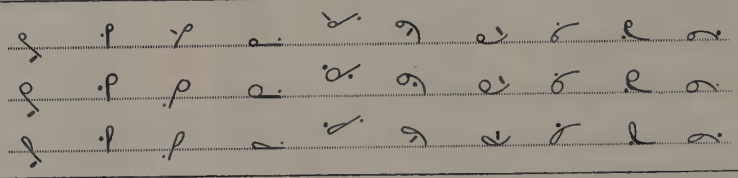
To get more clear the rules for writing the different syllable forms in which eSS and Zee are joined with other consonants, go through the table (given on the next page) with care, and do Exercise 50.

TABLE GIVING OUTLINES USING CIRCLES eSS, SeZ, SWay, LOOPS STee AND STeR AND CURVES eSS AND Zee

Circle eSS at start of outline

Circle SWay at start of outline

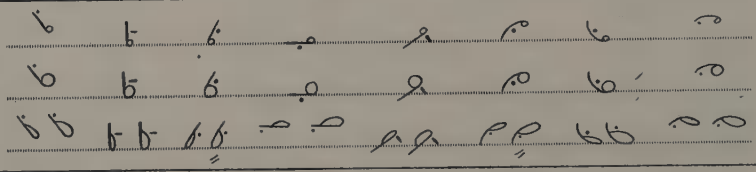
Loop STee at start of outline



Circle eSS (Zee) at end of outline

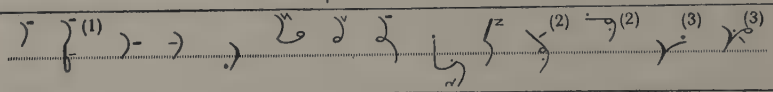
Circle SeZ at end of outline

Loops STee and STeR at end of outline



Circles and Loops in the middle of outlines

Full signs eSS and Zee



(1) When full eSS is used in the "root" outline it is also used in other outlines coming from it: SAW ..., SAWDUST ..., SAW-BENCH ...

(2) A few words ending with the syllable eSS-vowel-eSS are made with the circle and the full sign of eSS to keep them clear from other words. All these words have SeSS or ZeS and not SeZ as their ending sounds: ACCESS ... but AXIS ..., POSSESS ... but POSES ...

(3) The full Zee is used when the sound of Zee comes first in a word: ZEAL ..., ZEALOUS ...

CHAPTER FOURTEEN

28. SIGNS HALF AS LONG AS THE NORMAL

(i) SYSTEM. Syllables ending in the sound of -T come very frequently in the English language. Here are some examples—

ACT

CUT

CONNECT

CONNECTS

WAIT
WEIGHT

YET

MIGHT

MEAT
MEET

NOT

NOTE

THOUGHT

FOOT

FEET

ART

HEART

HEARTS

LIGHT

LIGHTLY

LET

LATE

LATELY

EAST

NIGHT

NIGHTS

BUILT

LEFT

ASKED

TOUCHED

REACHED

HOPED

ABOUT

DOUBT

CAPITAL

EXCEPT

LIMIT

LITTLE

MARKET

MARKED

OPERATE

OPERATING

RECENT

RECENTLY

RELATE

RELATES

RESULT

RESULTS

SOMETIMES

SYSTEM

SYSTEMS

UNTIL

WRITTEN

WRITING

CERTAIN

CERTAINLY SUPPORT EXPERTS

CERTAINTY REPORT HEAT

SORT REPORTS HEATS

PART EXPERT HEATING

START

(ii) SHORT FORMS

QUITE SENT

COULD WITHOUT

(iii) CONTRACTIONS

TOGETHER ALTOGETHER

(iv) PHRASES

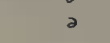
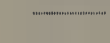
IF IT IS THAT THIS WOULD

IF IT WERE NOT WHAT IS

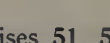
I WOULD

From the outlines given in this Chapter do Exercises 51, 52, and 53.

Summary

1. In words of one syllable ending in the sound of -T a thin sign is made half as long: NOT , LIGHT , HEART , THOUGHT , BUILT , LEFT  , ACT , WAIT , YET  , LEAPED

2. Thin or thick signs may be made half as long for forming signs for syllables ending in the sound of -T—

(*a*) In words of more than one syllable: CAPITAL , RABBIT  , RESULT

(*b*) When the sign has a joined diphthong at the end: DOUBT , ABOUT , NIGHT , CUTE , MUTE

3. The up form is generally used for RT at the end of a word: PART , START , SUPPORT , EXPERTS

4. The half form Ray is not used by itself: RATE , RIGHT

5. When Hay is halved and comes by itself, the up form is used: HEAT , HEATS

6. A sign is not halved if the halving would not be clear: EFFECT , FACT , LOOKED , MINUTE

7. A halved sign is not put through the line, such third-place outlines being put ON the line: FEET , LITTLE

8. Circle eSS is put on to halved outlines in the same way as to longer outlines: LIGHT , LIGHTS , SLIGHT , OPERATE , OPERATES

9. In phrases halving is used—

(*a*) For the word IT: IF IT , IF IT IS , IF IT IS NOT

(*b*) To give the writer another form for WOULD: WE WOULD , I WOULD , I WOULD BE

From the rules given in the Summary do Exercise 54.

CHAPTER FIFTEEN

29. HALVING (*continued*)

(i) SYSTEM. Syllables ending in -D also come very frequently in the English language. Here are some examples—

BAD		METHODS		SEEMED	
BADLY		DATED		OLD	
BED		STATED		FIELD	
BEDS		END		APPEARED	
DID		SEND		HARD	
GOOD		SENDING		HARDLY	
GOODS		SOUND		HEARD	
INDEED		SOUNDS		BOARD	
ANSWERED		THOUSAND		NAMED	
RECEIVED		THOUSANDS		DETAILED	
SUGGESTED		NEED		SIGNED	
ISSUED		NEEDS		DESIRED	
METHOD		MADE			

(ii) SHORT FORMS

HAND		YARD	
UNDER		WORD	

(iii) CONTRACTIONS

IMMEDIATE		IMMEDIATELY	

(iv) PHRASES

AT THE END IT SEEMED

I NEED I SEEMED

IN HAND TO SEND

From the outlines given in this Chapter do Exercises 55, 56, and 57.

Summary

1. In words of one syllable ending in -D a thick sign is halved: BAD , GOODS , DID

2. Thin or thick signs may be made half as long for forming signs for syllables ending in -D —

(*a*) In words of more than one syllable: ANSWERED , SUGGESTED , NOTED

(*b*) When the sign has a joined diphthong at the end: FEUD , VIEWED

3. The curves and are made thicker as well as half as long for forming signs for syllables ending in -D —

(*a*) MADE , SEEMED , TIMED

(*b*) END , SEND , SOUND , THOUSAND , NEED , NEEDS , NEEDING

(*c*) OLD , FIELD , FILLED

(*d*) APPEARED , HARD , HEARD , BOARDS

4. If a vowel is sounded in the syllable between L–D or R–D the separate signs are used: FOLLOWED , VALUED , CARRIED , MARRIED

5. When -ED comes at the end of a word the root outline of which has a half-length sign the syllable -TED or -DED is made by a half-length sign: ACT, ACTED, NOTE, NOTED, WAIT, WAITED, NEED, NEEDED, SOUND, SOUNDED

6. A halved Tee or Dee coming after another Tee or Dee is not joined, but made separately: DATED

From the rules given in the Summary do Exercise 58.

CHAPTER SIXTEEN

30. SYLLABLES -TeR, -DeR, -THeR, -TURE

(i) SYSTEM. These syllables are common. Here are some examples—

AFTER	NEITHER	ORDER
FATHER	NATURE	ORDERS
FUTURE	NATURAL	LONGER
MATTER	NATURALLY	(see 3 of Summary)
MOTHER	LETTER	PICTURE
MOTOR	LETTERS	PICTURES
MOTORS	LIGHTER	OPERATOR
ANOTHER	LATER	OPERATORS

(ii) SHORT FORMS

RATHER, WRITER — INFLUENCE — INFLUENCED

(iii) CONTRACTIONS

INTEREST — INTERESTED

(iv) PHRASES

WHO ARE INTERESTED — IN THEIR VIEW

IN THEIR (THERE) — AS A MATTER OF FACT

From the outlines given in this Chapter do Exercises 59, 60, and 61.

Summary

1. Curves are made twice as long for the addition of the syllables -TeR, -DeR, -THeR (the sound as in MOTHER), and, in common words, -TURE: AFTER , ORDER , FATHER , MOTHER , NATURE , NATURAL , FUTURE These forms are named *Double-Length Signs.*

2. The curve eL, if it comes alone, is made longer only for the addition of -TeR (see 5 of Summary, Chapter 17): LATER , LETTER

3. The curve iNG is made twice as long only for the addition of KeR or GeR: HANKER , LONGER (There are no examples of it forming syllables with -TeR, -DeR, or -THeR.)

4. A straight sign, unlike a curve, may be made twice as long for the addition of the syllables -TeR, -DeR, -THeR, -TURE, only if—

(*a*) There is another sign or a circle eSS before it: PICTURE , PICTURES , OPERATOR , OPERATORS , SECTOR

(*b*) It has a joined diphthong-sign at the end: DOUBTER

5. Circle eSS is put on to these outlines in the same way as to other outlines: MOTORS , PICTURES

6. In phrases a sign may be made twice as long for the addition of the words THEIR or THERE: IN THERE (THEIR) , I HAVE THEIR , I THINK THERE IS

7. Sometimes to make a better phrase only part of an outline is used: AS A MATTER OF FACT

From the rules given in the Summary do Exercise 62.

CHAPTER SEVENTEEN

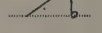
31. HOOK aR TO STRAIGHT SIGNS

(i) SYSTEM. A very common form of syllable in English is that in which aR is joined with another consonant to make one sound.

AGREE
DRESS
OCTOBER

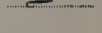
APRIL
DRESSES
REGRET

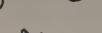
BREAK, BRAKE
PRODUCT
REGRETS

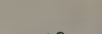
PRODUCTS
GIRL 

BREAKING, BRAKING
PROPERTY
GIRLS

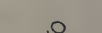
BROKE
TRUST

COURSE, COARSE 

BRING 
TRUSTS

BROUGHT
TRY
COURSES 

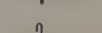
DRINK-
INCREASE
RECORD

GROW
INCREASED
RECORDS 

TRUE
BETTER
DIRECT

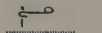
TRULY
WATER
DIRECTS

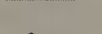
ACROSS
LABOUR
DIRECTING

BREAD 
LEADER
DIRECTOR

CONTROL
READER
DIRECTORS

CRY
READERS
REGARD

CRIES 
PAPER
REGARDING

CREDIT 
ORDERED
PICTURED

PERSON
FIGURE
NEWSPAPER

PRESENT
FIGURES
BIGGER

PERHAPS
(see 7 of Summary)

PRICE

PRICES

MOTORED

DEGREE

CHEAPER

TEACHER

TEACHERS

(ii) SHORT FORMS

OWE, OH

ACCORDING

CARE

GREAT

TRADE, TOWARD

(iii) CONTRACTIONS

PROBABLE, PROBABLY, PROBABILITY

IMPROBABLE

(iv) PHRASES

YOU WILL AGREE

IN THE COURSE

OF COURSE

IN ALL PROBABILITY

ACCORDING TO

WITH REGARD TO

From the outlines given in this Chapter do Exercises 63, 64, and 65.

Summary

1. The consonant sound aR is frequently joined with another consonant sound to make a single sound or syllable, as -PR, -BR, -TR, -DR, -KR, -GR, and so on. A small hook at the start of a straight sign and formed on the opposite side to the circle eSS is used to make a single sign for such two consonants. These hooked forms are named PeR, BeR, TeR, DeR, KeR, GeR: PRICE , APRIL , BREAK , TRUST , DRINK , CREDIT

2. Hooked signs may be joined to other strokes: BETTER , LABOUR , FIGURE , OCTOBER , PAPER

3. In a small group of words, in order to make the outlines as short as possible, the hooked strokes are used even though a vowel other than *ĕ* (as in PER) comes between the consonant and the aR.

It is not generally necessary in writing Shorthand to put in the vowel in such outlines, but, if desired, it may be made clear that a dot vowel is present by writing a small circle in place of the dot, before or after the hooked sign, and that a dash vowel or diphthong is present may be marked by writing the vowel or diphthong sign through the hooked sign in the 1st, 2nd or 3rd place: DIRECT , REGARD , COURSE , COURSES , RECORD , RECORDS , PICTURED .

It is not necessary to put in any sign for the short vowel *ĕ*: PERSON , PERMIT .

4. Hooked signs are not as a rule used in words of one syllable if a vowel comes between the consonant and the aR. For example—

PRAY but PAIR

5. Stroke eL is made longer for the addition of -TeR only. For example—

LETTER LEADER

but

LATER OLDER

6. Because of the wealth of material in Pitman Shorthand it is possible to make use, or *not* to make use, of the different ways of making a shorter sign for an outline. For example, in the outline (REGRET) it would have been possible, by the rules, to have the sign but since there is already the outline for the word REGARD formed in that way, it is wiser to make use of the sign for REGRET.

7. In the outline PERHAPS it is not necessary to put in the Hay, but a small dot may be used, as . The same is true of a small group of words, and specially those with the endings -HOLD, -HOOD, -HEART. In such words it is not necessary to put in the dot: HOUSEHOLD , LEASEHOLD , LIGHTHEARTED , GIRLHOOD .

From the rules given in the Summary do Exercise 66.

CHAPTER EIGHTEEN

32. HOOK eL TO STRAIGHT SIGNS

(i) SYSTEM. Consonant eL is also frequently joined with other consonants to make one sound. Here are some examples—

ABLE

BLACK

BLUE

PLAY

PLAYS, PLACE

CLEAR

CLEARED

COMPLETE

COMPLETES

PLEASE

PLEASED

PLEASING

TABLE

TABLES

EMPLOY

EMPLOYEE

EMPLOYEES

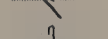
EMPLOYER

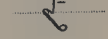
EMPLOYERS

EXAMPLE

TROUBLE

TROUBLES

SIMPLE 

POLITICAL 

POLITICALLY

(ii) SHORT FORMS

DEAR

DURING

PARTICULAR

OPPORTUNITY

BUILD, BUILDING

BELIEF, BELIEVE, BELIEVED

(iii) CONTRACTIONS

CHARACTER

DANGER

DANGEROUS

(iv) PHRASES

WE BELIEVE

I BELIEVE

ABLE TO

TO BE ABLE TO

I AM PLEASED

AT ALL

From the outlines given in this Chapter do Exercises 67, 68, and 69.

Summary

1. The consonant sound eL is frequently joined with another consonant sound to make a single sound, as -PL, -BL, -TL, -DL, -KL, -GL, and so on. A small hook at the start of the straight sign in question and formed on the same side as the circle eSS is used to make a single sign for such two consonants. These hooked forms are named PeL, BeL, TeL, DeL, KeL, GeL: PLACE , APPLE , BLUE , ABLE , CLEAR , COMPLETE

2. Signs hooked for eL may be joined to other signs: EMPLOY , SIMPLE , TABLE , POLITICAL

3. The hook eL is used in phrases for the word ALL: AT ALL , BY ALL

4. The outline ABLE is halved for the addition of TO: ABLE TO

From the rules given in the Summary do Exercise 70.

CHAPTER NINETEEN

33. HOOK eN TO STRAIGHT SIGNS

(i) SYSTEM. Syllables formed of consonants and eN are very common in English. In addition, common word endings such as -NED, -NT(S), -NING(S), -NTER(S), -NTERING(S), -NDER(S), -NDERING(S) are very often formed from a root word or syllable ending with the sound of eN.

HAPPEN
HAPPENING
HAPPENED
BEGIN
BEGINNING
AGAIN
PLANT
PLANTER
PLANTING
ENGINE
JUNE
ONE
OPEN
OPENING
UPON
BETWEEN

CLEAN
CLEANING
CLEANED
DOWN
PLAN
PLANNING
PLAIN
PLANE
AIRPLANE
TOWN
TRAIN
TRAINING
TRAINED
CHILDREN
RUN
RAN

BURN
BURNT
LEARN
LEARNT
MODERN
ACCOUNT
BEHIND
DEPEND
DEPENDING
GROUND
PLAYGROUND
KIND
KINDER
KINDLY
PAINT
PAINTER

PAINTING

PAINTINGS

POINT

POINTING

POUND

STAND

STANDING

UNDERSTAND

WANT

WENT

ROUND

SECOND

SPEND
SPENT

WINTER

COUNTRY

HUNDRED

TURN

TURNED

RETURN

(ii) SHORT FORMS

GENTLEMEN

GENERAL
GENERALLY

MEMBER
REMEMBER
REMEMBERED

NUMBER
NUMBERED

CALL

CALLED

(iii) CONTRACTIONS

WHATEVER

WHENEVER

(iv) PHRASES

DO NOT

DID NOT

I DO NOT THINK

I DO NOT WISH

I CANNOT

I UNDERSTAND

I WENT

BETTER THAN

RATHER THAN

From the outlines given in this Chapter do Exercises 71, 72, and 73.

Summary

1. A small hook at the end of a straight sign, formed on the *opposite* side to the circle eSS, is used for syllables formed with the common consonant sound eN: AGAIN , RETURNED , ACCOUNT , CLEANING , PAINTER , CANTERING , KINDER , PONDERING

2. A sign with a hook at the end may be joined to other signs: HAPPENING , CLEANING , OPENING , PAINTING , KINDLY

3. The hook eN is used in phrases for the words BEEN and THAN: HAD BEEN , BETTER THAN , RATHER THAN

Make a note of the phrases DO NOT or HAD NOT , DID NOT

4. A sign which is hooked at the end may be halved for the addition of the sound of -T or -D, or made twice as long for the addition of the syllables -TeR, -DeR, -THeR, or -TURE: ACCOUNT , BEHIND , KIND , KINDER , PAINT , PAINTER , PLANT , PLANTER

5. aR hooked for eN at the end of an outline generally goes up: RETURN , LEARN , BURN

6. Turn to par. (5), page 62, and then make a note of the outlines—

WANT		WANTED	
ACCOUNT		ACCOUNTED	
	but		
SECOND		SECONDED	
PLANT		PLANTED	

From the rules given in the Summary do Exercise 74.

CHAPTER TWENTY

34. HOOK eF/Vee TO STRAIGHT SIGNS

(i) SYSTEM. eF and Vee are other consonants that are frequently used in English at the end of a word or syllable. Here are some examples—

ABOVE
PERFECT
SERVE

CHIEF
PERFECTLY
SERVED

GAVE
PROFIT
PROVIDE

DRIVE
PROFITS
PROVIDING

DRIVING
HALF
PROVIDED

HALVED
PROVIDES

(ii) SHORT FORMS

DIFFICULT
TELL

GOLD
OUGHT, AWE

PEOPLE

(iii) CONTRACTIONS

DIFFICULTY
DIFFICULTIES

(iv) PHRASES

TO TELL
WHICH HAVE

OUT OF
WHICH HAVE BEEN

NUMBER OF
WHO HAVE

KNOWLEDGE OF
OUGHT TO BE

From the outlines given in this Chapter do Exercises 75, 76, and 77.

Summary

1. A small hook at the end of a straight sign, formed on the same side as the circle eSS, is used to make a single sign for syllables ending in the consonant sounds eF or Vee: CHIEF , HALF , GAVE , DRIVE , SERVE

2. A sign hooked for eF or Vee may be joined to other signs: DRIVING , PROVIDE , PERFECT

3. A sign hooked for eF or Vee may be halved to make a single sign for syllables ending in the consonant sounds of eF or Vee joined with Tee or Dee: SERVED , HALVED

4. The hook eF or Vee is used in phrases for the words OF and HAVE: OUT OF , SET OF , WHO HAVE , WHICH HAVE

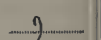
From the rules given in the Summary do Exercise 78.

CHAPTER TWENTY-ONE

35. aR AND eL HOOKS TO CURVES

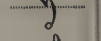
(i) SYSTEM. While straight signs may be hooked on both sides, curves may be hooked only inside the curves. A curve may, however, for the purpose of making a sign for eL as well as aR, have hooks of different sizes, as in these examples—

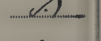
aR HOOK

EVER
MEASURE
THROUGH 

EVERY
MEASURING
BROTHER

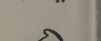
OFFER
NORTH
BROTHERS

OFFERED
ENGINEER
WEATHER 

EITHER
ENGINEERING
WEATHERING 

OTHER
FREE
RIVER

COMFORT
FREELY
RIVERS

COMFORTING
COVER
BEFORE 

FURTHER
COVERED
THURSDAY

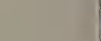
FRIDAY
DISCOVER
FISHER

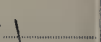
DIFFER

36. eL HOOK

FLY
FINAL
POWERFULLY

FLIES
FINALLY
OFFICIAL

FLYING
BEAUTIFUL
OFFICIALS 

DEVELOP
BEAUTIFULLY
SHILLING 

DEVELOPED
POWERFUL
SHILLINGS

(ii) SHORT FORMS

SHORT

SHORTHAND

REMARK
REMARKED
MORE

PLEASURE

MR.
MERE

MERELY

(iii) CONTRACTIONS

REMARKABLE
REMARKABLY

EVERYTHING

(iv) PHRASES

THEY ARE

IN OUR VIEW

YOURS RESPECTFULLY

From the outlines given in this Chapter do Exercises 79, 80, and 81.

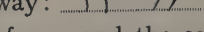
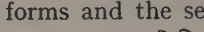
Summary

1. A small hook at the start of a curve, formed inside it, is used to make a single sign for the single sound which is formed when the consonant sound of aR is joined with another consonant sound for which a curve is the shorthand sign: OFFER , EVER , OTHER , MEASURE

2. Hook aR to curves is used in phrases for the words ARE or OUR: THEY ARE , IN OUR , IN OUR VIEW

3. A wide hook at the start of a curve, formed inside it, is used for the addition of eL: FLY , FLYING , DEVELOP

FINAL

4. The hooked forms may be turned the other way:  The first group are named the "left" forms and the second group are named the "right" forms. The "right" forms  are used—

(*a*) In words of one syllable, when no vowel comes before the hooked consonant—

FREE OFFER

THROUGH but EVER

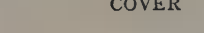
THREE EITHER

(*b*) Generally when joined to a sign going from left to right—

COVER DIFFER

BROTHER but FRIDAY

RIVER AVERAGE

The "left" forms  are generally used: FLY , FLYING , BEAUTIFUL , POWERFUL , DEVELOP . The "right" forms are used only after and straight up signs: GRAVEL , RIFLE

The different sizes of the aR and eL hooks should be made quite clear: EVER , FLY , ENGINEER , FINAL , DIFFER , DEVELOP

5. The sign iSH though generally formed with a down motion as in SHOWED , PUSH , PLUSH , FRESH , is sometimes formed with an up motion to give an outline that comes more naturally to the pen, as in FISH , DISH , BRUSH , SUGAR

The hooked form SHeR is made with a DOWN motion and the hooked form SHeL with an UP motion: FISHER , OFFICIAL , SHILLING

6. As with hooked straight signs, a small circle may be used if a vowel comes between the consonant and the aR or eL: ENGINEER , SHILLING ; and a dash vowel or diphthong-sign is put through the stroke: NORTH , BEFORE , THURSDAY

7. These hooked forms are not used in words of one syllable if a vowel comes between the consonant and the aR or eL. For example—

FREE but FEAR

FLY FALL

From the rules given in the Summary do Exercise 82.

CHAPTER TWENTY-TWO

37. HOOK eN TO CURVES

(i) SYSTEM. These words give still more examples of the way in which eN is an important part of English syllables.

OFTEN
IRON
FIND

EVEN
LINE
FOUND

EVENING
SHOWN
EVENT

THAN
AFTERNOON
LAND

THEN
SITUATION
FRONT

MINE
MACHINE
FRIEND

MAN
AMOUNT
MOMENT

MEN
MIND
DEVELOPMENT

MEAN
DEMAND
PAYMENT

STATEMENT

(ii) SHORT FORMS

OPINION
NEAR
OVER

NOR
HOWEVER

(iii) CONTRACTIONS

ADVERTISE
ADVERTISED
ADVERTISEMENT

(iv) PHRASES

WE HAVE BEEN
IN OUR OPINION

HAVING BEEN
PROFIT AND LOSS ACCOUNT

MORE THAN
YEARS AGO

From the outlines given in this Chapter do Exercises 83, 84, and 85.

Summary

1. A small hook at the end of a curve is used for making a single sign for the very many syllables in which the consonant sound of eN is joined as part of a single sound. The hook is formed inside the curve: EVEN , MAN , SHOWN , LINE

2. As with straight signs hooked for eN, a curve which is hooked for eN may be (*a*) joined to other signs: EVENING , MEANING , (*b*) made half or double as long as the normal: MINE , MIND , REMINDER , FINE , FIND , FINDER

3. There is no eF/Vee hook to curves. For example—

NONE ENOUGH

but

LEAN LEAVE

4. A hook is not used at the end of an outline if there is a vowel sound after the eN or eF/Vee. In other words, HOOKS eN and eF/Vee are used if there is no vowel after the eN or eF/Vee; full eN or eF/Vee if there is a vowel after the eN or eF/Vee. For example—

OPEN PENNY

MEN but MONEY

HALF HEAVY

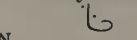
5. Hook eN to curves is used in phrases for the words BEEN and THAN: HAVE BEEN , MORE THAN In addition, make a note of the phrases: THEY ARE NOT , I AM NOT , YOU WILL NOT

From the rules given in the Summary do Exercise 86.

CHAPTER TWENTY-THREE

38. SHUN HOOKS

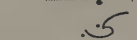
(i) SYSTEM. The syllable -SHUN is very common in English.

ATTENTION 

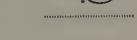
CONDITION

NATION

CONDITIONED

NATIONAL 

STATION

DIVISION 

OPERATION

DIVISIONAL

EDUCATION

OBSERVATION

EDUCATIONAL

RELATION

COMPLETION

ACTION

PERFECTION

CONNECTION

DIRECTION

COMPETITION

39. eSS–SHUN

(i) SYSTEM. The syllable -SHUN often comes after consonant eSS. For example—

POSITION

TAXATION

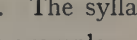
(ii) SHORT FORMS

PRINCIPAL
PRINCIPALLY
PRINCIPLE

INFORMATION

LARGE

LARGELY

THEREFORE 

LARGER

(iii) CONTRACTIONS

ORGANIZE, ORGANIZED

ORGANIZATION

OBJECTION

(iv) PHRASES

TO MEET COMPETITION

NEW COMPETITION

ANY CONDITION

IN ADDITION

IN THIS CONNECTION

IN CONNECTION WITH

From the outlines given in this Chapter do Exercises 87, 88, and 89.

Summary

1. A wide hook at the end of a sign is used for the sound of SHUN.

2. The SHUN hook is formed inside *curves*: NATION , DIVISION , OBSERVATION

3. At the end of a straight sign there is a choice of sides on which the SHUN hook may be put. The choice is to be made as in the four rules here given.

(*a*) If there is a circle or hook at the start of the sign, the SHUN hook is put on the side *opposite* to the circle or hook: STATION

(*b*) If there is no circle or hook at the start of the sign, the SHUN hook is put on the side opposite to the last vowel in the outline: ACTION , CONNECTION but CAUTION , OCCASION , OPERATION

(*c*) The SHUN hook is formed on the right side of simple Tee, Dee, and Jay: COMPETITION , ADDITION , CONDITION , MAGICIAN

(*d*) After to make a clearer outline, the SHUN hook is put on the side of Kay or Gay away from the eF/Vee or eL: FICTION , VACATION , NAVIGATION , LOCATION , LEGATION

4. The SHUN hook may be used in the middle of an outline: NATIONAL , ADDITIONAL

5. When SHUN comes after circle eSS, a small curved "tail" is put on after the circle. A third-place vowel between the eSS and SHUN is placed outside this curved tail; other vowels between the eSS and SHUN are not marked: POSITION , TAXATION

6. If a word ends with -UATION, the sign iSH and hook eN are used. For example—

STATION but SITUATION

From the rules given in the Summary do Exercise 90.

CHAPTER TWENTY-FOUR

40. ADDITION OF CIRCLE eSS TO HOOKS

(i) SYSTEM. Circle eSS may be used with hooked signs, as in these examples—

SUPPLY
SUPPLIES
POSSIBLE
POSSIBLY
EXPRESS
EXPRESSED
EXPRESSES
INDUSTRY
DISTRIBUTE
DISTRIBUTION

SUMMER
SOONER
PERSONAL
PERSONALLY
PERSONALITY
CHIEFS
DRIVES
MEANS
LINES
MACHINES

AMOUNTS
DEMANDS
FINDS
EVENTS
NATIONS
DIVISIONS
RELATIONS
OBSERVATIONS
CONDITIONS
DIRECTIONS
POSITIONS

(ii) SHORT FORMS

OWING, LANGUAGE
TILL
TOLD

EQUAL, EQUALLY
EQUALLED, COLD

(iii) CONTRACTIONS

GOVERN, GOVERNED

(iv) PHRASES

TRADE CONDITIONS TO EXPRESS

POOR CONDITIONS AND INDUSTRY

From the outlines given in this Chapter do Exercises 91, 92, and 93.

Summary

1. Circle eSS may be used with hooked signs: SUPPLY , SOONER , POSSIBLE , INDUSTRY , EXPRESS , DISTRIBUTION , PERSONAL , MEANS , AMOUNTS , DRIVES , NATIONS , CONDITIONS , POSITIONS

Make a note of the form of the circle and hook when or comes before or : DISAGREE , DISCOURAGE , TASKER

2. The fuller form of eN-eSS is used after a curve, when the eSS has its true value and not the value of Zee. This is because words ending with the eSS sound have further forms; for example, MINCE , MINCES , MINCED , MINSTER ; but words ending in the Zee sound, for example, MEN'S , have no further forms.

Compare—

MINCE
LANCE
FENCE
ANNOUNCE

with

MEANS
LINES
FENS
NOUNS

From the rules given in the Summary do Exercise 94.

CHAPTER TWENTY-FIVE

41. ADDITION OF A CIRCLE OR A LOOP TO HOOKS aR AND eN TO STRAIGHT SIGNS

(i) SYSTEM. The addition of a circle or a loop to hooks aR and eN to straight signs is made by writing the circle or loop on the hook side of the sign. For example—

STRANGE
STRAIGHT
TRAINS

STRANGEST
STREET
TOWNS

STRANGELY
SWEETER
ACCOUNTS

STRONG
STOPPER
DEPENDS

STRONGLY
ONCE
GROUNDS

STRONGER
DISTANCE
SPENDS

CONSIDER
DISTANCES
PLANTS

CONSIDERABLE
ENGINES
POINTS

CONSIDERABLY
CLEANS
PAINTS

CONSIDERATION
CLEANSED
PAINTERS

LEARNS

(ii) SHORT FORMS

SURPRISE
BALANCE

SURPRISED
BALANCED

ITSELF
SCHOOL

(iii) CONTRACTIONS

RESPONSIBLE
RESPONSIBILITY

(iv) PHRASES

THAT WE CONSIDER UPON CONSIDERATION

OFFICIALS CONSIDER YOURS TRULY

From the outlines given in this Chapter do Exercises 95 and 96.

Summary

1. When a circle or loop comes before hook aR joined to a straight sign, it is formed on the hook side of the sign (that is, on the opposite side to simple circle eSS): STRANGE , STRONG , CONSIDERED , SWEETER , STOPPER

2. When a circle or loop comes after hook eN joined to straight consonant signs, it is formed on the hook side of the sign (that is, on the opposite side to simple circle eSS): DISTANCE , DISTANCES , ENGINES , CLEANS , CLEANSED , GROUNDS

3. The hooked form is used for the syllable iNG–GeR (or iNG–KeR) in addition to the double-length form The hooked form is used after down signs. For example—

BANKER LONGER

but

STRONGER LINGER

From the rules given in the Summary do Exercise 97.

The rules for writing aR, eL, eN, eF/Vee, and -SHUN and of adding eSS to them are a most important point in writing shorthand more quickly.

Go through the examples in the table given on the next page and do Exercise 98.

TABLE GIVING OUTLINES USING HOOKS aR, eL, eN, eF/Vee AND -SHUN

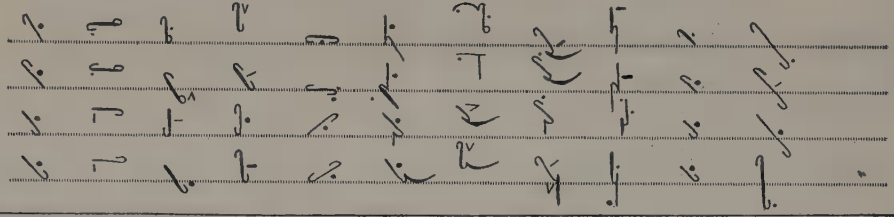
To Straight Signs—

Hook aR . . .

Hook eL . . .

Hook eN . . .

Hook eF/Vee . .

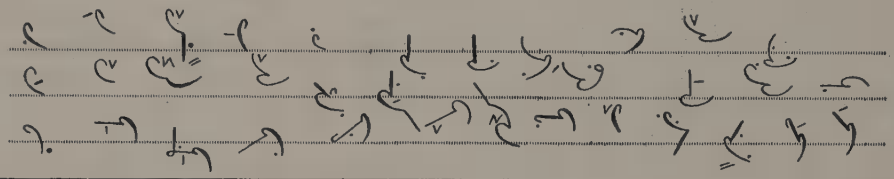


To Curves—

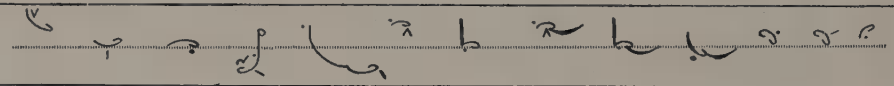
Hook aR . . .

Hook eL . . .

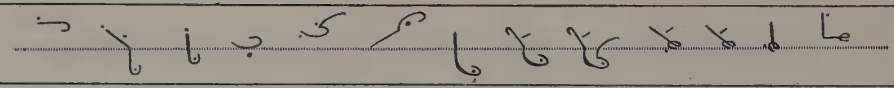
Left and Right Forms



Hook eN . . .

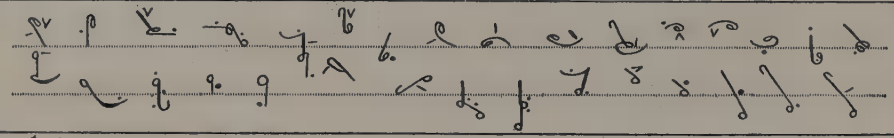


-SHUN Hook . .

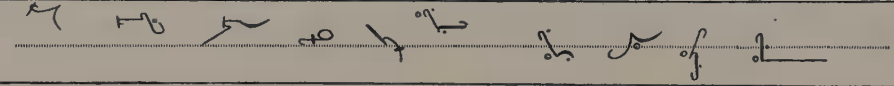


Circle eSS inside Hook .

Circle eSS with Hook .



Vowels to Hooked Forms . . .



CHAPTER TWENTY-SIX

42. COMPOUND CONSONANTS

(i) SYSTEM. Here are some more words giving examples of syllables formed with two consonants joined together. A single sign for these syllables is an easy way of saving time in writing them.

KWay QUICK

QUICKLY

QUICKER

QUICKEST

QUARTER

QUARTERS

QUARTERLY

REQUIRE

REQUIRED

REQUIREMENTS

LeR FULLER

RULER

ReR POOR

CLEARER

iMP/iMB IMPORTANT

IMPROVEMENT

SEPTEMBER

DECEMBER

WeL WELL

WILL

WILLING

WHeL WHILE

WHILST

WHay WHERE

WHEREAS

WHITE

(ii) SHORT FORMS

IMPORTANT
IMPORTANCE

IMPOSSIBLE

IMPROVE
IMPROVED
IMPROVEMENT

WHETHER

(iii) PHRASES

DECEMBER LAST WILL NOT BE

HAVING REGARD TO THE LET ME KNOW

WILL YOU TOOK PLACE

From the outlines given in this Chapter do Exercises 99, 100, and 101.

Summary

1. There are eight special signs which are known as COMPOUND CONSONANT signs—

Sign	*Letter*	*Name*	*As in*			
	QU	*kway*	QUICK		REQUIRE	
	GU	*gway*	GWYNNE			
	MP/MB	*imp/imb*	IMPORTANT		DECEMBER	
	LR	*ler*	FULLER		RULER	
	RR	*rer*	POORER		CLEARER	
	WH	*whay*	WHERE		WHITE	
	WL	*wel*	WELL		WILLING	
	WHL	*whel*	WHILE		WHILST	

2. If stroke eM comes before or no time is saved by using the compound consonant, and the hooked forms are used: EXAMPLE , EMPLOY , SIMPLE , IMPRESS , IMPRINT , EMBRACE

3. Stroke eM may be halved for Tee in such words as ATTEMPT, where the Pee is not clearly sounded: ATTEMPT , ATTEMPTS , PROMPT , PROMPTLY , JUMPED , BUMPED

4. The addition of aR to the compound consonant iMP/iMB may be shown in two ways—

(*a*) By hook aR : HAMPER , ROMPER ;

(*b*) By making the sign twice as long : DECEMBER , SEPTEMBER

The longer form is used after a down sign: DECEMBER , the hooked form after an up sign: HAMPER

5. LeR and ReR are used only where the down form of eL or aR would be used in the root outline. For example—

FULL		but SMALL	
FULLER		SMALLER	
RULE		CONTROL	
RULER		CONTROLLER	
CLEAR		CARRY	
CLEARER		CAREER	

6. In phrases the sign for WILL is used only when it is joined to another sign coming before it: I WILL , YOU WILL , IT WILL BE At other times the full form is used: WILL BE , WILL NOT BE , WILL YOU

From the rules given in the Summary do Exercise 102.

CHAPTER TWENTY-SEVEN

43. Way HALF-CIRCLE

(i) SYSTEM. A small half-circle is sometimes used for the consonant Way. For example—

WALK

WALKING

WEEK, WEAK

WEEKLY

WAR

WARM

WERE

WIRE

WIRELESS

WOMAN

WOMEN

WORK

WORLD

WORTH

QUALITY

FREQUENT

FREQUENTLY

(ii) SHORT FORMS

SUBJECT, SUBJECTED

TRIED

TRUTH

(iii) PHRASES

100

£100

£100,000

500,000

£1,000

£375,000

50,000,000

£10,000

From the outlines given in this Chapter do Exercises 103, 104, and 105

Summary

1. A small half-circle is used for Way at the start of outlines, when it comes before the signs and : WEEK , WEEKLY , WOMEN , WERE , WORK , WORLD

2. In order to have a clear and short outline, the Way half-circle is sometimes used in the middle of an outline: QUALIFY, QUALITY, FREQUENT, FREQUENTLY

3. The signs eN, iTH, and eM are used for HUNDRED, THOUSAND and MILLION: ONE HUNDRED, TWO THOUSAND, THREE MILLION

From the rules given in the Summary do Exercise 106.

CHAPTER TWENTY-EIGHT

44. DIPHONES

(i) SYSTEM. Sometimes in English words two vowel sounds come one after another with no consonant between them. For example—

EARLIER	REAL	WEIGHING
HAPPIER	REALLY	SAYING
HEAVIER	SERIOUS	LOWER
CARRIER	SERIOUSLY	LOWEST
IDEA	SUGGESTION	SHOWING
IDEAS	MILLION	KNOWING
MATERIAL	MILLIONS	FOLLOWING
EXPERIENCE	QUESTION	TRUER
EXPERIENCES	QUESTIONS	TRUEST

(ii) SHORT FORMS

BEYOND

OWN

OWNER

ADVANTAGE

DELIVER
DELIVERED
DELIVERY

(iii) PHRASES

SERIOUS CONSIDERATION

SERIOUSLY CONSIDERING

From the outlines given in this Chapter do Exercises 107, 108, and 109.

Summary

1. If two vowels come one after the other, the angled signs and are used. These signs are named DIPHONES.

(*a*) is used where the first of the two vowels is a *dot* vowel, the sign being put in the position of the first of the two vowels: REAL , REALLY , IDEA , MATERIAL , HAPPIER

(*b*) is used where the first of the two vowels is a *dash* vowel: LOWER , KNOWING , SHOWING , FOLLOWING , TRUER , TRUEST

(*c*) In addition is used for the two vowels in such words as QUESTION , MILLION , SUGGESTION

From the rules given in the Summary do Exercise 110.

CHAPTER TWENTY-NINE

45. PREFIXES AND SUFFIXES

(i) SYSTEM. Some parts of words are very common in the English language at the start and at the end of words, and special shorthand signs are used for them. Those at the start are given the name Prefixes, those at the end Suffixes. For example—

PREFIXES

CONTROL

CONTINUE

CONNECTION

SELF-CONTROL

SELF-CONTROLLED

SELF-IMPORTANT

SELF-MADE

UNNECESSARY

SUFFIXES

PAYING

TEACHING

SHIPPING

HELPING

HELPINGS

TRYING

COVERING

COVERINGS

ORDERING

HEARING

ATTEMPTING

MORNING

MORNINGS

RUNNING

WANTING

SERVING

MASTERING

COSTING

COMING

COMINGS

GIVING

PUTTING

TRADING

ORGANIZING

PUBLISHING

THOUGHTFULNESS

THOUGHTLESSNESS

HOPEFULNESS

HOPELESSNESS

CAREFULNESS

CARELESSNESS

FRIENDSHIP

HARDSHIP

MEMBERSHIP

OWNERSHIP

POSSIBILITY

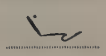
FORMALITY

REGULARITY

DESIRABILITY

FORWARD

FORWARDING

BACKWARD 

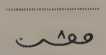
FRIENDLY

PARTICULARLY

DIFFERENTLY

RESPECTIVELY

ANNOUNCEMENT

ANNOUNCEMENTS 

(ii) SHORT FORMS

INSTRUCTION

YOUNG

THIRD

SURE

SURELY

(iii) CONTRACTION

GOVERNMENT

(iv) PHRASES

I AM SURE

IN THE ACCOUNTS

From the outlines given in this Chapter do Exercises 111, 112, and 113.

Summary

Special signs are used in shorthand for prefixes or suffixes that come frequently into English speech—

CON-. A small dot is used, or two parts of an outline are put near to one another: CONTROL , IN CONTROL , CONTINUE , DISCONTINUE (See also pages 53 and 55.)

The CON- dot is not used in a few words such as COMMERCE , COMMISSION , since the outlines are clearer if made in full.

SELF-. A circle eSS is used away from the rest of the outline: SELF-IMPORTANT , SELF-MADE

SELF-CON- A small circle is used in the place of the CON- dot: SELF-CONTROL

IN- before A small hook is used: INSTRUCTIONS , INSCRIBER , INHABIT ; but in the case of and , if the prefix IN- gives a word the opposite meaning, the full eN is used to make the outlines more safe in reading back: HOSPITABLE , INHOSPITABLE

When in a longhand word UN, IM, IL, IN, or IR having the sense of NOT come before the letters N, M, L, or R, the two letters are also formed in shorthand—

KNOWN		but UNKNOWN	
MATERIAL		IMMATERIAL	
LEGAL		ILLEGAL	
REDEEMABLE		IRREDEEMABLE	

This again is to make the outlines more safe in reading back.

iNG-. The sign iNG is used very commonly, but sometimes a small dot is used. The dot is used—

(*a*) After thin straight down signs and aR: PAYING, TEACHING, TRYING, HEARING, ORDERING, COVERING

(*b*) After a hook, circle or loop where the full iNG would not join well—

MORNING	but	CLEANING	
SERVING		DRIVING	
RINSING		RISING	
COSTING		SUGGESTING	
MASTERING		REGISTERING	

(*c*) Generally after a short form: THINKING, COMING, GIVING, ORGANIZING, ADVERTISING, GOVERNING

Make a note, however, of: GOING, HAVING, DOING, BEING

-iNGS. Where a dot would be used for -iNG, a dash is used for -iNGS: MORNINGS, COVERINGS

-MENT. The halved form of eN is used where the hooked form would not join well. For example—

ANNOUNCEMENT	but	STATEMENT	
ANNOUNCEMENTS		STATEMENTS	

-FULNESS, -LESSNESS. The signs eF-eSS and eL-eSS, are put near to the first part of the outline: CAREFULNESS, CARELESSNESS, HOPEFULNESS, HOPELESSNESS

-SHIP. iSH is used. It may be joined to the sign coming before it or separated from it: FRIENDSHIP , OWNERSHIP , MEMBERSHIP , HARDSHIP

-LITY, -RITY. The sign for the syllable which comes before the ending -LITY or -RITY is put near to the first part of the outline: POSSIBILITY , FORMALITY , DESIRABILITY , REGULARITY , LIBERALITY

-WARD. The halved form of Way is used: FORWARD , FORWARDS , BACKWARD , BACKWARDS , UPWARD , UPWARDS

Make a note of: FORWARDED

-LY. The full sign eL and the hook eL are used—

(*a*) Full sign eL, joined or formed separately: FRIENDLY , PARTICULARLY , EASILY , CLEARLY

(*b*) Hook eL: CHEAPLY , DEEPLY , RESPECTFULLY , RESPECTIVELY , BEAUTIFULLY

From the rules given in the Summary do Exercise 114.

CHAPTER THIRTY

46. INTERSECTIONS

(i) SYSTEM. An outline may be formed through another (or put near to another) for saving time in the writing of words commonly coming together. These signs are given the name "Intersection."

PARTY GOVERNMENT

LABOUR PARTY

BANK RATE

CITY BANK

EARLY ATTENTION

NECESSARY ATTENTION

THIS CHARGE

FREE OF CHARGE

THIS COMPANY

YOUR COMPANY

GOVERNMENT OFFICIAL

GOVERNMENT OFFICE

NECESSARY FORM

AS A MATTER OF FORM

IN A MONTH'S TIME

FOR A MONTH

WEDNESDAY MORNING

MONDAY MORNING

NATIONAL POSITION

NATIONAL SITUATION

YOU MAY REQUIRE

IT WILL BE REQUIRED

YOUR REQUIREMENTS

RAILWAY COMPANY

RAILWAY OFFICIALS

(ii) SHORT FORMS

WONDERFUL, WONDERFULLY

THOUGH

ALTHOUGH

WITHIN

WHOSE

CHILD

From the outlines given in this Chapter do Exercises 115, 116, and 117.

Summary

One sign is sometimes formed through another to make a phrase. This means of writing words which commonly come together may also be used for writing the phrases which a shorthand writer commonly gets in his daily work.

Sign	*Word*	*As in*	
	PARTY	OUR PARTY	
		GOVERNMENT PARTY	
	BANK	THIS BANK	
		ENGLISH BANK	
	ATTENTION	SPECIAL ATTENTION	
		EARLY ATTENTION	
	CHARGE	HEAVY CHARGE	
		FREE OF CHARGE	
	COMPANY	YOUR COMPANY	
		NEW COMPANY	
	GOVERNMENT	NATIONAL GOVERNMENT	
		PRESENT GOVERNMENT	
	FORM	NEW FORM	
		NECESSARY FORM	
	MONTH	THIS MONTH	
		FOR A MONTH	

Sign	*Word*	*As in*	
	MORNING	SATURDAY MORNING	
		THIS MORNING	
	NATIONAL	NATIONAL SITUATION	
		NATIONAL BUSINESS	
	REQUIRE	YOU MAY REQUIRE	
	REQUIRED	WILL BE REQUIRED	
	REQUIREMENT	TO MEET REQUIREMENTS	
	RAILWAY	RAILWAY COMPANY	
		RAILWAY OFFICIALS	

From the rules given in the Summary do Exercise 118.

CHAPTER THIRTY-ONE: Part One

VOWELS IN PITMAN SHORTHAND

47. There are a great many reasons why Pitman Shorthand is so very quick and reliable in its signs for the writing of the English language, and one of these reasons is that the vowel-signs are not a *necessary* part of the outline. Because the vowels are not joined to the consonant signs, they may, *without changing the form of the outline*, be put in the outline or not, as may be desired. This is a most important point because the English language is a language of consonants and not a language of vowels. If we take, for example, those words which are given in italics in the first sentence of the test on page 123 and put them in longhand, using *only the consonants*, it is clear that the consonants by themselves are enough for reading the whole words.* If, on the other hand, we take the words which are given in italics in the second sentence of the test and put them

* Gentlemen, In R.V..W.NG the balance SH..T before you I would DR.W your attention to the R.V.S.D form in which the accounts are presented.

in longhand, using *only the vowels*, it is clear that the vowels by themselves are not enough.*

It is important for you as a shorthand writer to be able to make more time for writing other words by not putting in the vowels and, *without changing the form of your outlines*, to make use of this special point in the English language; but it is of value only if you make the *right* use of this idea for making the writing of words shorter.

There are two important points—

(1) If it is desired to give in any outline the signs for one or more of the vowel-sounds of that word you have to be able to put in the vowel-signs—the right ones and in the right places.

(2) If you are putting in vowels you have to have a knowledge of which vowels are important, which are less important, and which are not in the least important.

We will take these two points separately—

(1) KNOWING HOW TO PUT IN VOWEL-SIGNS. Examples have been given all through this book of the way in which the different vowel and diphthong-sounds of the English language may be represented in shorthand writing. For your convenience a Table of the vowel and diphthong-signs has been given on page 106 and a Summary of the rules for the use of the signs is given on pages 103, 104, and 105. Go over the examples given in the Table and the Summary carefully, and make sure of your knowledge by doing Exercise 119.

* This gives a clear and .I... eye view of the company's .I.A..IA. position.

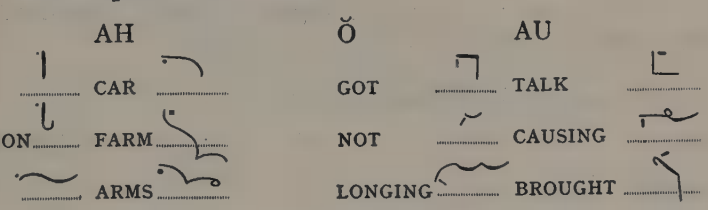
Summary: Part One

VOWEL REVISION

1. There are twelve vowel-signs in Pitman Shorthand and three places in which these vowel-signs may be put, the first, second, and third places.

(*a*) The first-place vowels are—

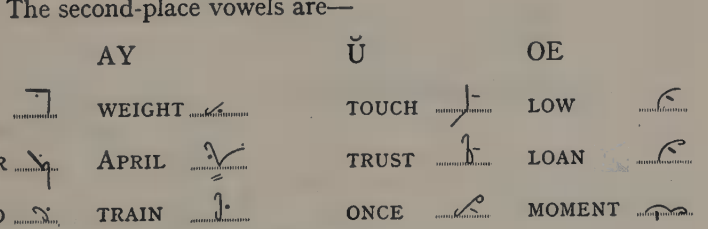
Ă	AH	Ŏ	AU
ADD	CAR	GOT	TALK
ADDITION	FARM	NOT	CAUSING
AMONG	ARMS	LONGING	BROUGHT



If the first vowel-sound in a word is a first-place vowel the outline is put over the line.

(*b*) The second-place vowels are—

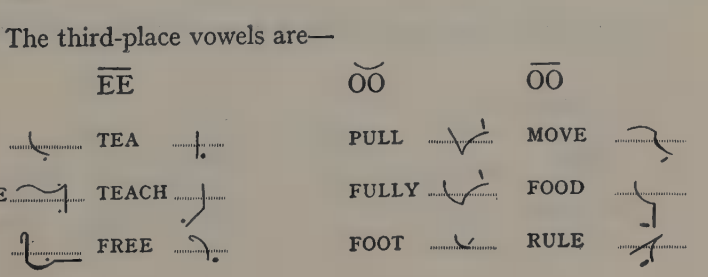
Ĕ	AY	Ŭ	OE
GET	WEIGHT	TOUCH	LOW
BETTER	APRIL	TRUST	LOAN
FRIEND	TRAIN	ONCE	MOMENT



If the first vowel-sound is a second-place vowel the outline is put on the line.

(*c*) The third-place vowels are—

Ĭ	ĒE	ŎŎ	ŌŌ
IF	TEA	PULL	MOVE
MINUTE	TEACH	FULLY	FOOD
DRINK	FREE	FOOT	RULE



If the first vowel-sound in a word is a third-place vowel the outline is generally put through the line. In a few cases, however, the outline is put on the line: (1) When it is a simple left to right outline, e.g. KEY, KING; (2) When the first down or up sign is half-length, e.g. FOOT, FOOTBALL, WIT, WITNESS, MILITARY

2. There are four diphthong-signs in Pitman Shorthand, two put in the first-place and two in the third-place.

(*a*) The first-place diphthongs are—

IE		OI	as in the outlines
BUY		BOY	
LIKE		VOICE	
DRIVE		JOY	
ISLE		OIL	

(*b*) The third-place diphthongs are—

OW		UE	as in the outlines
OUT		BEAUTY	
ANNOUNCE		CURE	
GROUND		BEAUTIFUL	

The diphthong-signs for OW and UE are joined at the end of a down sign—

DOUBT		FEW	
BOUGH		FEUD	
POWDER		DUE	

3. If another vowel follows a diphthong a small tick may be put on to the diphthong-sign and these signs are given the name TRIPHONES. For example—

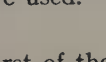
IE plus vowel: BUYER , BUYERS

OI plus vowel: BOYISH , EMPLOYER

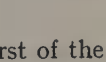
OW plus vowel: POWER , TOWEL

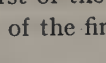
UE plus vowel: FEWER , NEWER

4. When two vowels come together but are each sounded separately the small signs and are used. These signs are given the name of DIPHONES.

The sign is used where the first of the two vowels is a dot vowel and it is put in the place of the first of the two vowels: REAL , REALLY , MATERIAL  , EXPERIENCES , LAYER

The sign is used where the first of the two vowels is a dash vowel, and it is also put in the place of the first of the two vowels: LOWER , LOWEST , KNOWING , FOLLOWING , TRUER , JEWEL

5. In outlines using the hooked forms  , etc., it is sometimes desired to show that a vowel other than ĕ (the vowel in PER) comes between the first consonant and the aR or eL. The vowel may be given by—

(*a*) Writing a small circle in the place of a dot vowel: REGARD , GARMENT , PARCEL  , DIRECT , SHILLING , ENGINEER

(*b*) Writing a dash vowel or a diphthong-sign *through* the hooked form: NORTH , COURSE , THURSDAY , BEFORE , LECTURE

TABLE OF VOWEL AND DIPHTHONG-SIGNS

Place	*Vowels* Short	*Vowels* Long	*Diphthongs*	*Triphones*	*Diphones*	*Hooked form* Vowels and Diphthongs
1st	ADD	CAR	LIKE	BUYER	SAHIB	BAROMETER
						REGARD
2nd	GET	TRAIN			LAYER	QUESTIONNAIRE
3rd	IF	TEA	OUT	TOWEL	REAL	DIRECT
						ENGINEER
1st	GOT	TALK	BOY	EMPLOYER	SAWING	NORTH
2nd	TRUST	LOW			LOWER	THURSDAY
						BEFORE
3rd	BOOK	FOOD	DUTY	NEWER	TRUER	FULFIL
						BROCHURE
						LECTURE

1. Vowels and Diphthongs to Circle SeZ	EXHAUST, EXIST, INSIST, MISSISSIPPI, EXERCISE, CRISIS, KANSAS
2. Vowels to SHUN and eSS–SHUN	ADDITION, VISION, CONCLUSION, DELUSION, EDUCATION, POSITION, MUSICIAN

(2) KNOWING WHEN NOT TO PUT IN VOWEL-SIGNS. In normal shorthand writing it is not only unnecessary to show every vowel —it is often a waste of time to do so, and part of your training as a shorthand writer is learning to use time only for the necessary and important vowels. There are two ways in which you may get this practical knowledge. The first way is by reading a great deal of shorthand which is well-written from this point of view. If you read the shorthand of practical shorthand writers who have this knowledge of outlines—when to give and when not to give the vowel-signs—it will seem remarkable to you how simply and quickly you come in your own writing to do as they do. The second way is by getting a knowledge of the rules which by experience the good shorthand writer has put into use.

(3) KNOWING WHICH VOWEL-SIGNS TO PUT IN AND NOT TO PUT IN. It is important first to make it clear that there is a great difference between writing words in normal groups to make sense, that is in "context," and writing them as separate words in a list. When writing in shorthand a list of separate words or Proper Names special care has to be taken with the vowel-signs, but when writing the English language in shorthand in its normal current form the greater number of the vowel-signs are not necessary and indeed it will be a waste of time to put many of them in. The following rules are therefore given for those cases when you are writing the outlines for ordinary current English. It is also clear that in your own work of shorthand writing you will put in as many of the important vowel-signs as you have time to do while taking down (if the rate is very quick you may not be able even to put in any vowels) and that when you are reading your shorthand through afterwards you will put in the important vowel-signs in the outlines as you go along.

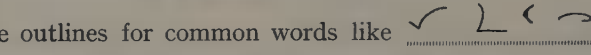
Let us have a look first at the rules for *not* putting in vowels. Outlines of this kind may be divided into three classes—

(1) Common words.

(2) Long words which are within the normal use of the shorthand writer.

(3) Other words in which the form taken by the outline makes clear where vowels come or in which the position of the outline in relation to the line gives a clear enough sign of the word.

We will take these three classes separately.

(1) COMMON WORDS. It is clearly unnecessary to put the vowels into the outlines for common words like  The words ASK MAN END STREET are as common and clear to the shorthand writer as a number of short forms. In the same way other common outlines may be turned into words without the help of the vowels, and you may generally leave out all the vowels from outlines given in this book, particularly when the sense of the sentence is very clear.

(2) LONG WORDS USED BY THE WRITER AS HIS NORMAL ENGLISH. A number of words in the English language have three, four, or even more syllables. Even some common words are so *extraordinarily* long (such as the word just given) that they may have as many as six or seven syllables. With the increase in the number of syllables not only is there less need to put in every one of the vowels but it becomes safe to put in no vowels whatever, particularly if the word is one which is often used by the writer. For example, in the sentence OUR CUSTOMER WILL BE IN THE LAST RAILWAY CARRIAGE OF THE TRAIN TO MANCHESTER the outlines for CUSTOMER, RAILWAY, CARRIAGE, and MANCHESTER may be said to be the outlines for normal words which are long enough for the consonants to do the whole of the work without the help of vowels. Therefore, the rule is: There is no need to put in any vowels if the outlines are for long words which are part of your normal English. An outline of three consonant signs is generally long enough for this purpose.

(3) OTHER WORDS IN WHICH SIGNS ABOUT THE VOWELS ARE GIVEN BECAUSE OF THE POSITION OR THE FORM TAKEN BY THE OUTLINE. There are other words which are not covered by the two rules given above but in which there are reasons why it is often safe to put in no vowels. There are a number of rules given in the Summary, Part II for being certain which words come into this group.

Go carefully through the Summary and then do Exercise 120. The outlines in that exercise have been given without any vowel-signs. Go through the exercise first of all underlining those outlines in which you would put a vowel-sign even in writing at high speed, and then put in those vowels and any other vowels which you would put in when reading through your notes.

Summary: Part Two

RULES FOR NOT PUTTING IN AND FOR PUTTING IN VOWEL-SIGNS AND FOR MAKING THE RIGHT SELECTION OF VOWELS TO BE PUT IN

IT IS NOT GENERALLY NECESSARY TO PUT IN A VOWEL-SIGN:

1. If the form taken by the outline makes it clear that there is a vowel.

(*a*) The form of an outline makes it clear that a vowel is present or is not present at the start of a word in these ways—

(i) The full sign eSS: *ASLEEP , ASKING , but SLEEP , SACKING

(ii) Down motion aR: ARRIVE , ARREST , but ROUGH , REST

(iii) Down motion eL: ALONG , ALIKE , but LONG , LIKE

(iv) Left FeR, VeR, THeR: OFFER , EVER , EITHER , but FRY , FRO , THROUGH

(v) Two forms of Way: AWARE , AWAKE , but WORRY , WAKE

(vi) Two forms of WHay: AWHILE , but WHILE

(vii) SHUN HOOK: ACTION , but CAUTION

(*b*) A vowel at the end of an outline is shown by the use of—

(i) Full sign eSS: LUCY , LESSEE , but LOSS , LESS

(ii) Full sign Tee: TESTY , RUSTY , but TEST , REST

(iii) Up motion Ray: CARRY , STORY , but CAR , STORE

* No vowels have been given in these examples for the reason that the desire is to make clear the differences in the consonants. And in addition the rules are here given as if the outlines were in context of normal sentences, which is a most important condition in the subject under discussion.

(iv) Up motion eL: FOLLOW , FULLY , REALLY , but FALL , FULL , REAL

(v) Full sign eN: PENNY , MANY , but OPEN , MEN

(vi) Full sign eF/Vee: HEAVY , GRAVY , but HALF , GAVE

(vii) Full sign Tee/Dee: WEIGHTY , MEADOW , but WEIGHT , MADE

(*c*) A vowel in the middle of an outline is shown by the use of—

(i) Consonants eL and Dee: FOLLOWED , VALUED , but FILLED , VEILED

(ii) Consonants Ray and Dee: CARRIED , MARRIED , but CARD , MARRED

(iii) SHUN HOOK: OPERATION , EDUCATION , but PORTION , DICTION .

2. If the position of the outline makes clear the vowel and the word; for example—

FACT but EFFECT

TRACK TRUCK

3. If the outline has come earlier in the matter being taken and if (let it be said again) you are writing the sort of matter the reading back of which comes readily to you.

4. If the word has three or more syllables: DERIVATIVE , COMPARISON

VOWEL-SIGNS SHOULD BE PUT IN

1. In outlines of only one syllable if such outlines are not very common: PAT , PAW , JAW , CHAT , GUIDE

2. When there is a vowel at the start of the word, e.g.: ABSENT , APTLY , ODDLY

This rule is most important in words where the only difference between two outlines is that one has a vowel at the start of the outline—

ARIGHT but RIGHT

ACROSS CROSS

AFAR FAR

3. In outlines where the only difference is in one vowel—

NELLY but NELL

SNOW SUN

4. Where words of the same sort have similar outlines, apart from the vowels—

AMAZEMENT but AMUSEMENT

ADAPT ADOPT

APPOSITE OPPOSITE

ALTITUDE LATITUDE

ALLIANCE ALLOWANCE

UNLUCKILY UNLIKELY

5. In certain words where the hooked form is used when there is an accented vowel between the consonants: NURSE , PARCEL

6. In as many uncommon outlines as possible when you are taking down matter which is not what is your normal language.

7. In names of persons and of places.

MAKING A SELECTION OF THE BEST VOWEL TO PUT IN.

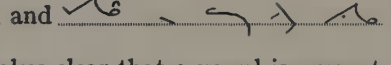
Generally it may be said that if there is more than one vowel in a word it is usually safe to put in only one vowel—the vowel

which is of the most help in reading back. Here are the rules which make clear which vowel is the most important vowel—

(*a*) The first syllable in a word is generally the most important and vowels in further syllables will not generally be necessary.

(*b*) If, however, the first syllable is not accented or weighted when talking normally, the accented syllable becomes the most important, e.g.: RECEIVE , RETAIN , RETURN

Compare the vowels given in the outlines for PROCEED', PRO'CEEDS, REFUSE', and RE'FUSE, as used in these examples:

and 

(*c*) If the form of an outline makes clear that a vowel is present at the start of a word, the second of the several vowels may become of most importance, e.g.: ALUMINIUM , ELIMINATE , ESTUARY

OUTLINES FOR WHICH SPECIAL DIFFERENCES HAVE TO BE MADE.

There are some words in the English language for which it is necessary to make special differences in the outlines for fear that there may be confusion. These words are small in number since they necessarily have these five conditions happening all at the one time.

(1) Be words of the same or similar sort.

(2) Be words that may be put one for the other in ordinary current English while keeping the good sense of the story.

(3) Be words having the same consonants.

(4) Be words having these same consonants placed in the same way in syllables and so in the shorthand outlines.

(5) Be words for which the outlines would be put in the same place in relation to the line.

The two words VALE and VALLEY would come under (1) because they are both names of things, under (2) because they have the same

meaning and under (3) because they have the same consonants; but under the other two heads (4) and (5) they are quite distinct. On the other hand, a small number of words may sometimes be taken for other words and special outlines have been given to them. The list is not long and it is wise to make a point of writing these special outlines—

To keep distinct from—

ABANDONED		ABUNDANT	
AGENT		GENTLEMAN	
ALCOHOL		ALKALI	
AVAILABLE		VALUABLE	
BEAUTIFUL		PITIFUL	
BURIAL		BIRTH	
CAUSED		COST	
CONSIDERATE		CONSIDERED	
DEAREST		TRUEST	
DEFER		DIFFER	
DIVERSE		ADVERSE	
EARNESTLY		ERRONEOUSLY	
ELABORATE		LABOURED	
EVENTUALLY		EVIDENTLY	
FAVOURITE		FAVOURED	
FORGET		FORGIVE	
FUTILE		FATAL	

GRADUALLY

GREATLY

GUIDANCE

GOODNESS

HARDIEST

HARDEST

HEARTILY

HARDLY

HEARTY

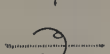
HARDY

INEVITABLE

UNAVOIDABLE

INGOT

NUGGET

MRS. 

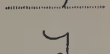
MISSES

NEEDLESS

ENDLESS

NEWEST

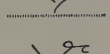
NEXT

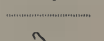
NOTABLE 

NOBLE

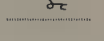
PARTICULARLY

BROADLY

PERSECUTE 

PROSECUTE 

POOR

PURE 

POOREST

PUREST

PREFER

PROFFER

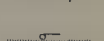
QUEER

CLEAR

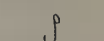
SACRED

SECRET

SITUATION

STATION 

UNDEFINED

INDEFINITE 

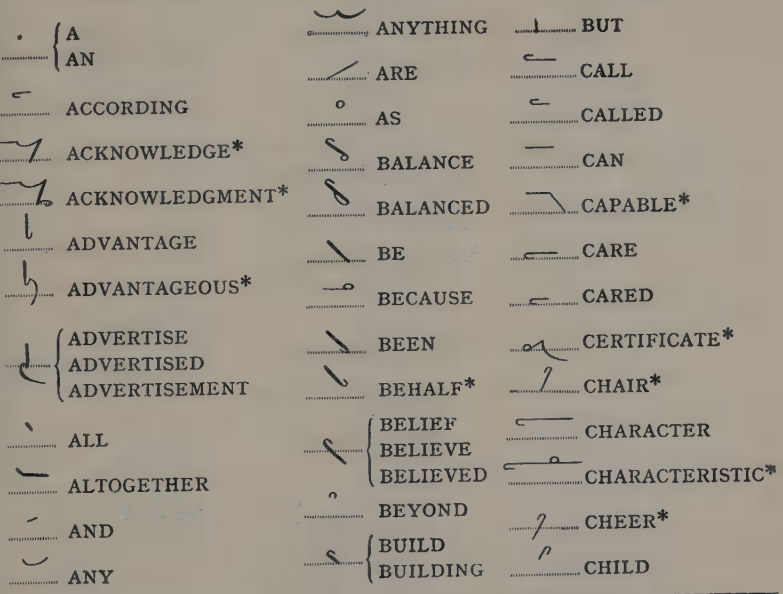
UNSOILED

UNSOLD

CHAPTER THIRTY-ONE: Part Two

TABLE OF SHORT FORMS AND CONTRACTIONS ARRANGED ALPHABETICALLY

The Short Forms and Contractions which have been given Chapter by Chapter in this book are also given here in Table Form. They are put together in this way so that you may do them again and again both from shorthand to words and from words to shorthand and give yourself training on these short forms until you have a complete knowledge of all of them. Go through the list and do Exercise 121, which is given as a test of your knowledge of these short forms. It is a good idea for you to get this Exercise by heart and to keep writing it, attempting each time to do it more quickly. Getting quicker in the rate of writing the Short Forms and Contractions (and indeed any of the common outlines) makes you get quicker in the rate of taking down from word of mouth—and this is true even when you are writing at 120 words a minute or more.



* These outlines have not been given in this book but are of value to the student.

CIRCUMSTANCE*

COLD

COME

COMMERCIAL*
COMMERCIALLY*

COULD

DANGER

DANGEROUS

DEAR

DEFICIENT*
DEFICIENTLY*
DEFICIENCY*

DELIVER
DELIVERED
DELIVERY

DEMONSTRATE*

DEMONSTRATION*

DESCRIPTION*

DESTRUCTION*

DESTRUCTIVE*

DIFFERENCE
DIFFERENT

DIFFICULT

DIFFICULTY

DISCHARGE*
DISCHARGED*

DISTINGUISH*
DISTINGUISHED*

DO

DOCTOR*

DURING

EFFICIENT*
EFFICIENTLY*
EFFICIENCY*

ELECTRIC

ELECTRICAL*

ELECTRICITY

ENGLAND*

ENGLISH

ENLARGE*

ENLARGED*

EQUAL
EQUALLY

ESPECIAL*
ESPECIALLY*

ESTABLISH*
ESTABLISHED*
ESTABLISHMENT*

EVERYTHING

EXCHANGE
EXCHANGED

EXPECT
EXPECTED

EXPENDITURE*

EXPENSIVE*

EYE

FAMILIAR*
FAMILIARITY*

FEBRUARY

FINANCIAL*
FINANCIALLY*

FIRST

FOR

FROM

GENERAL
GENERALLY

GENTLEMAN*

GENTLEMEN

GIVE
GIVEN

GO

GOLD

GOVERN
GOVERNED

GOVERNMENT

GREAT

GUARD*

HAD

HAND

HAS

HAVE

HE

HIM

HIMSELF

HIS

HOUR

HOW

HOWEVER

I

IDENTICAL*

IMMEDIATE

IMPORTANT
IMPORTANCE

IMPOSSIBLE

IMPROVE
IMPROVED
IMPROVEMENT

IN

INCONVENIENCE*
INCONVENIENT*
INCONVENIENTLY*

INCORPORATED*

INDIVIDUAL*
INDIVIDUALLY*

INFLUENCE

INFLUENCED

INFLUENTIAL*
INFLUENTIALLY*

INFORM
INFORMED

INFORMATION

INSCRIBE*
INSCRIBED*

INSCRIPTION*

INSPECT*
INSPECTED*

INSTRUCTION

INSTRUCTIVE*

INSURANCE

INTELLIGENCE*

INTELLIGENT*
INTELLIGENTLY*

INTEREST

INVESTIGATION*

INVESTMENT*

IRREGULAR*

IRRESPONSIBLE*
IRRESPONSIBILITY*

IS

IT

ITSELF

JANUARY

JUSTIFICATION*

KNOWLEDGE

LANGUAGE

LARGE

LARGER

LARGELY

LIBERTY*

LORD*

MANUFACTURE
MANUFACTURED

MANUFACTURER

ME

MEMBER

MERE

MESSENGER*

MORE

MORTGAGE*
MORTGAGED*

MOST

MR.

MUCH

MYSELF

NEAR

NEGLECT*
NEGLECTED*

NEVER

NEVERTHELESS*

NEXT

NOR

NORTHERN*

NOTHING

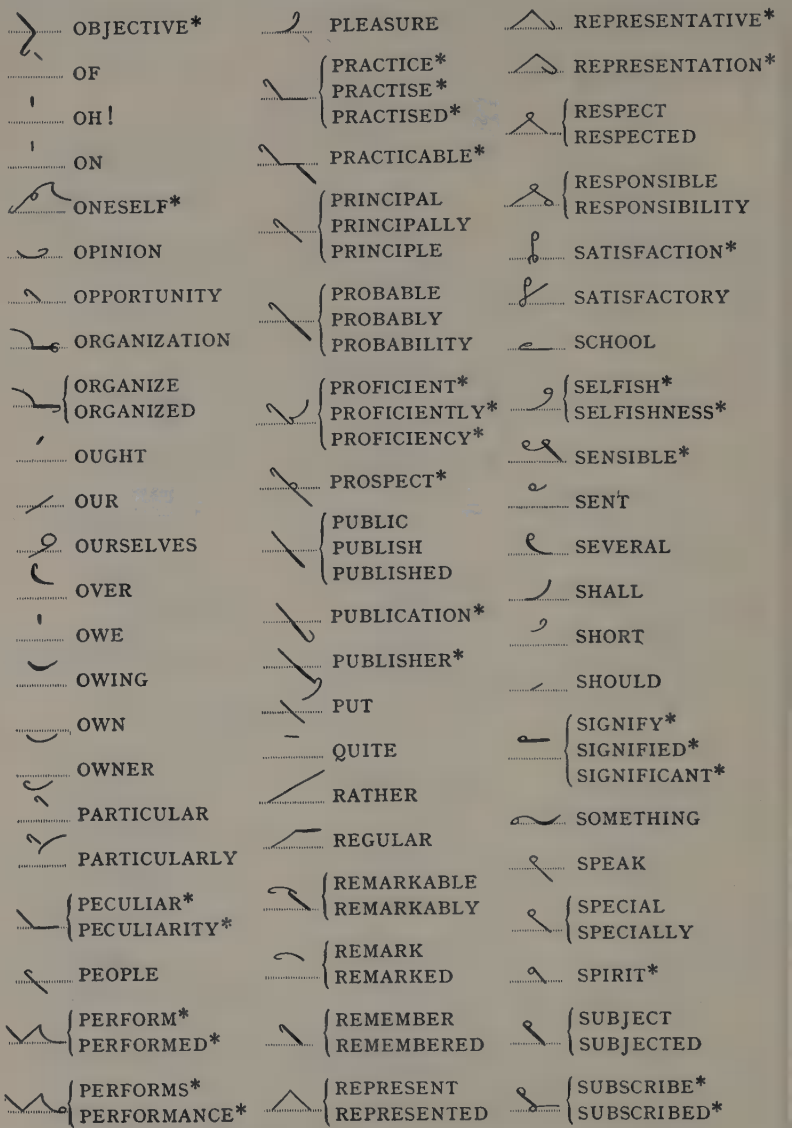
NOTWITHSTANDING*

NOVEMBER

NUMBER
NUMBERED

OBJECT
OBJECTED

OBJECTION


OBJECTIVE*
OF
OH!
ON
ONESELF*
OPINION
OPPORTUNITY
ORGANIZATION
ORGANIZE
ORGANIZED
OUGHT
OUR
OURSELVES
OVER
OWE
OWING
OWN
OWNER
PARTICULAR
PARTICULARLY
PECULIAR*
PECULIARITY*
PEOPLE
PERFORM*
PERFORMED*
PERFORMS*
PERFORMANCE*
PLEASURE
PRACTICE*
PRACTISE*
PRACTISED*
PRACTICABLE*
PRINCIPAL
PRINCIPALLY
PRINCIPLE
PROBABLE
PROBABLY
PROBABILITY
PROFICIENT*
PROFICIENTLY*
PROFICIENCY*
PROSPECT*
PUBLIC
PUBLISH
PUBLISHED
PUBLICATION*
PUBLISHER*
PUT
QUITE
RATHER
REGULAR
REMARKABLE
REMARKABLY
REMARK
REMARKED
REMEMBER
REMEMBERED
REPRESENT
REPRESENTED
REPRESENTATIVE*
REPRESENTATION*
RESPECT
RESPECTED
RESPONSIBLE
RESPONSIBILITY
SATISFACTION*
SATISFACTORY
SCHOOL
SELFISH*
SELFISHNESS*
SENSIBLE*
SENT
SEVERAL
SHALL
SHORT
SHOULD
SIGNIFY*
SIGNIFIED*
SIGNIFICANT*
SOMETHING
SPEAK
SPECIAL
SPECIALLY
SPIRIT*
SUBJECT
SUBJECTED
SUBSCRIBE*
SUBSCRIBED*

SUBSCRIPTION*

SUBSTANTIAL*

SUFFICIENT*
SUFFICIENTLY*

SURE

SURPRISE

SURPRISED

TELEGRAM*

TELL

THANK
THANKED

THAT

THE

THEIR

THEM

THEMSELVES

THERE

THEREFORE

THING

THINK

THIRD

THIS

THOSE

THUS*

THOUGH

TILL

TO

TO BE

TOGETHER

TOLD

TOO

TOWARD

TOWARDS

TRADE

TRANSCRIPTION*

TRIED

TRUTH

TWO

UNANIMOUS*
UNANIMOUSLY*
UNANIMITY*

UNDER

UNIFORM*
UNIFORMITY*
UNIFORMLY*

UNIVERSE*

UNIVERSITY*

USUAL
USUALLY

VERY

WAS

WE

WHAT

WHATEVER

WHEN

WHENEVER

WHETHER

WHICH

WHO

WHOSE

WHY

WISH

WITH

WITHIN

WITHOUT

WONDERFUL
WONDERFULLY

WORD

WOULD

WRITER

YARD

YEAR

YESTERDAY

YOU

YOUNG

YOUNGER*

YOUNGEST*

YOUR

CHAPTER THIRTY-ONE: Part Three

There are a small number of ways of making even quicker signs for some other words of the English language. These are listed here so that this book may be said to be complete. It is probable that you will come across these words in your shorthand reading and that they will not seem hard. It is better however to give time to learning them. When you have done so do Exercise 122.

TABLE GIVING ADDITIONAL WAYS OF MAKING SHORTER OUTLINES

(*a*) SOME PREFIXES AND SUFFIXES:

ACCOM-. Use Kay as in ACCOMMODATION, ACCOMPLISH

INTRO-. Use iNTeR as in INTRODUCE, INTRODUCTION

MAGNA-, MAGNE-, MAGNI-. Use eM as in MAGNIFY, MAGNETIZE

TRANS-. Use TeR-eSS as in TRANSFER, TRANSPORT

-MENTAL-LY-ITY. Use MeNT as in TEMPERAMENTAL, INSTRUMENTAL

-LOGICAL-LY. Use Jay as in PSYCHOLOGICAL-LY, MYTHOLOGICAL-LY

(*b*) SOME INTERSECTIONS:

EDUCATION BILL		I WILL ARRANGE	
INSURANCE DEPARTMENT		THEY ARRANGED	
SCHOOL JOURNAL		THIS ARRANGEMENT	
CAPTAIN BAKER		THESE ARRANGEMENTS	
COLONEL BAKER		DRAMATIC SOCIETY	
INVESTMENT CORPORATION		MEDICAL SOCIETY	
PROFESSOR SMITH		PITMAN LIMITED	

(*c*) SOME OUTLINES IN WHICH ONE OF THE CONSONANTS IS NOT PUT IN:

Pee not put in, as in: TEMPT , EXEMPTION , PROMPTNESS

Kay not put in, as in: DISTINCT , EXTINCT , DISTINCTION

Tee not put in, as in: HONESTLY , INSTITUTE , MISTAKE

(*d*) SOME JOINED OUTLINES:

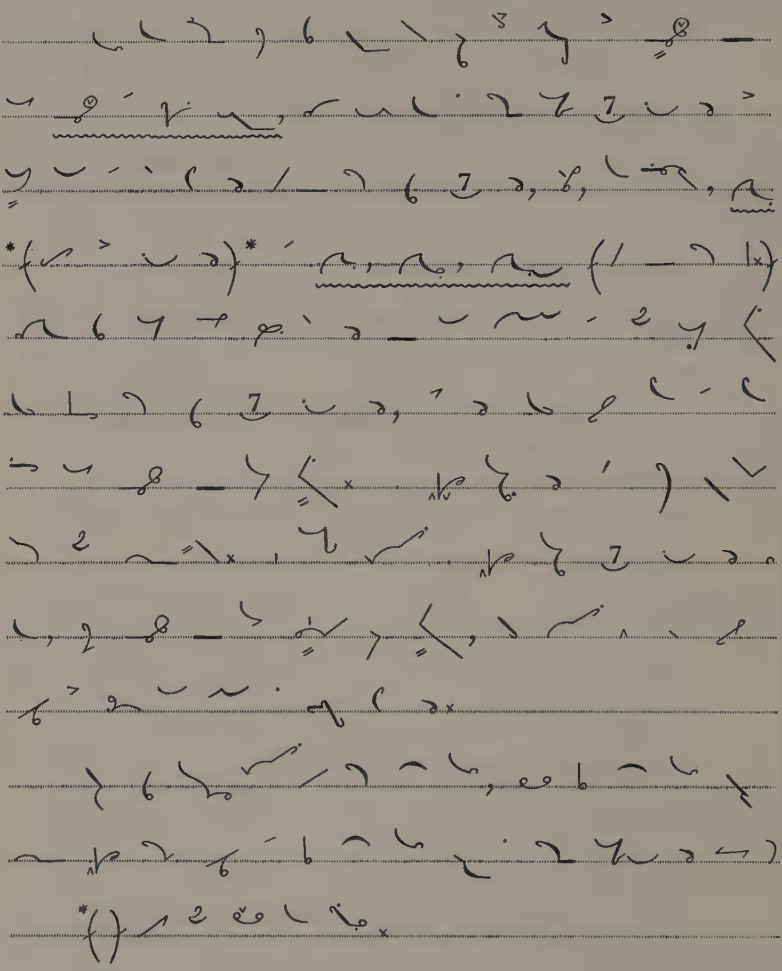
HEREIN		THEREIN		WHEREIN	
HEREAT		THEREAT		WHEREAT	
HEREOF		THEREOF		WHEREOF	
HEREON		THEREON		WHEREON	
HERETO		THERETO		WHERETO	
HEREWITH		THEREWITH		WHEREWITH	

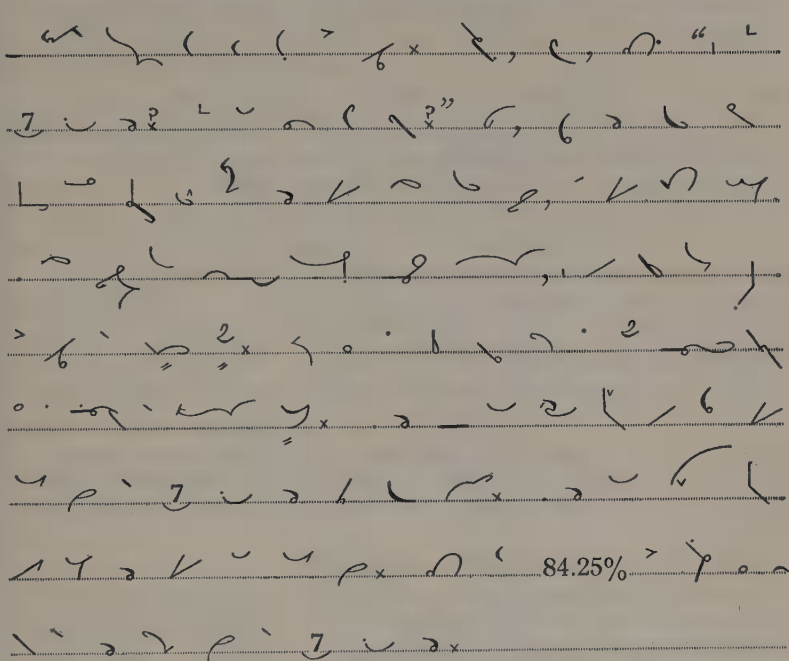
(*e*) SOME PHRASES:

MOST IMPORTANT		IN ORDER THAT	
THIS LETTER		IN ORDER TO	
FOR US		YOURS FAITHFULLY	
TO US		FAITHFULLY YOURS	
AS MUCH AS POSSIBLE		YOURS SINCERELY	
AS EARLY AS POSSIBLE		AT ONCE	
AS FAR AS POSSIBLE		AT ANY RATE	
NOT LATER THAN		AT ALL EVENTS	
NO LONGER THAN		IN THE MEANTIME	

CHAPTER THIRTY-TWO

PART ONE. THE 700 COMMON WORDS





The Queen's English

It is difficult to recognize any one piece of English as a representative sample of the English language. The difficulty has been met in this case by taking a passage from the examination papers of the leading examining body in England of the date nearest to the first publication of this book and at the speed of the obvious round number. The passage below, therefore, has been taken from a Royal Society of Arts Examination, at 100 *words a minute.*

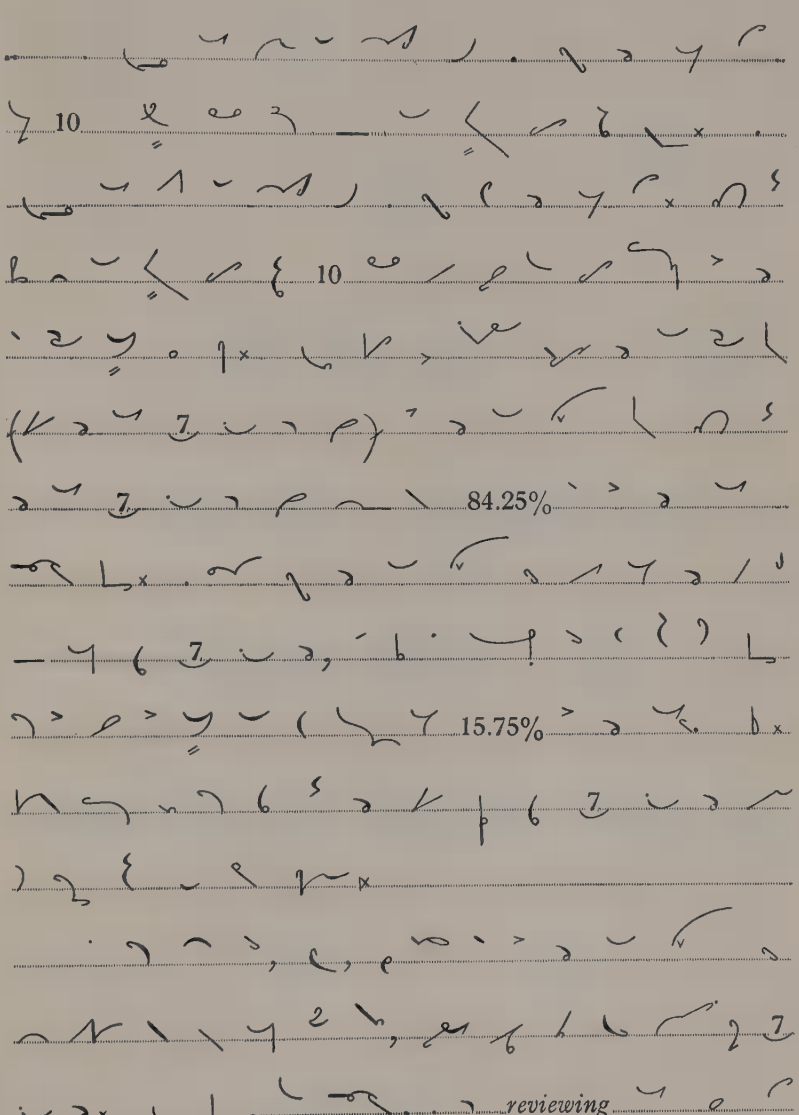
2 Gentlemen, In *reviewing* the balance *sheet* before you I would 8
4 *draw* your attention to the *revised* form in which the accounts are 8
4 *presented.** This gives | a clear and *bird's* eye view of the company's 8

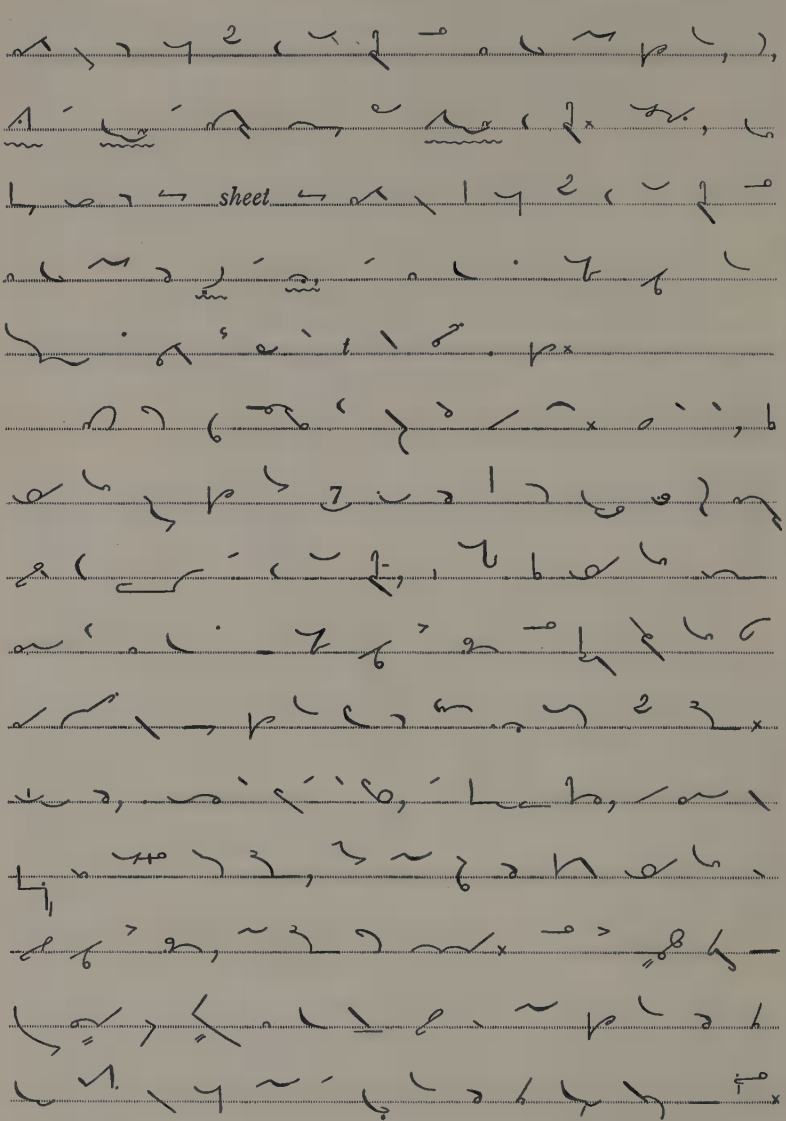
* These words (*presented, felt* and *holders*) are formed from the root words (*present, feel* and *hold*) but they are not listed in this form in the 700 common words because in shorthand the signs for them are made by making greater changes from the root sign than in the case of all the other words in the list. These words are taken as not being in the list.

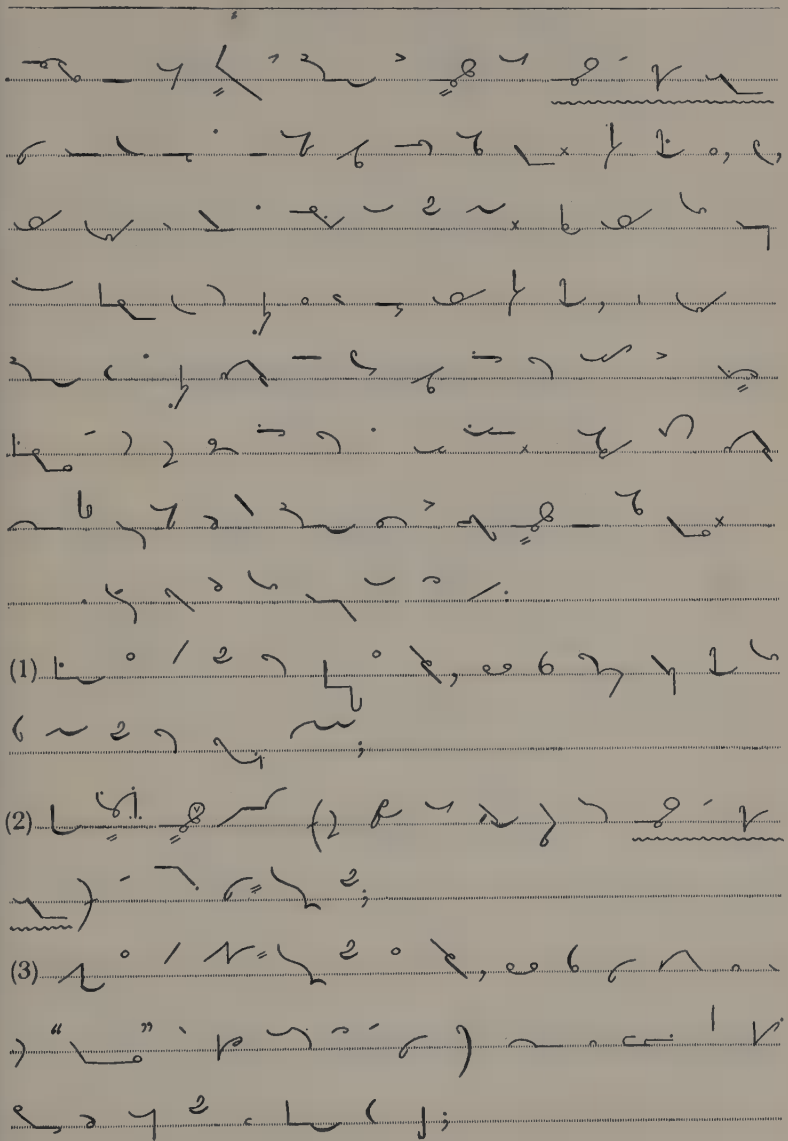
3 *financial* position. In *previous* balance *sheets* it has been the custom 8
3 to show the *dividends* paid | as a *gross* figure, without *explaining* 8
5 that the *sum* was *gross*, and, of course, without showing the tax 7
3 *deducted*. I think you will agree that | the way we present the 9
3 accounts to-day is much better, as it clearly shows what *contribution* 8
4 the company makes to income and other taxes, || and also gives 7
4 the *actual* amount of *cash* paid to the *share-holders*.* 6
5 I am *glad* to be able to tell you that our position in *America* | 9
2 has now been *entirely* cleaned up. In *dealing* with *America* it has 10
4 been a very long and *tiresome* matter, and I was probably of some | 9
6 *assistance* to the company in helping to clear it up. We had to go 8
4 very carefully so as to *comply* with the laws of *America*, | and so 9
3 that this company should leave the country with a good character; 8
2 and this we have done. We were not able to trade direct || with 11
3 customers in *America* during the *period* of *litigation* for *obvious* 7
2 reasons, but we have now *commenced* to *execute* orders direct to 9
3 customers in *America*, | which only shows that they still desire to 8
3 have our goods, and we hope that our trade in this direction will 10
– increase. 1
4 In a business | like this we have to *maintain* our *standard* in 8
2 *redecorations* and *renovations*, and this year we have spent some 8
2 thousands of pounds in doing this, | which has been written off. I 10
4 should also tell you that we have had a very big *item*, which is a 11
2 *non-recurring expense*, || in connection with *transfer* of our *chocolate* 8
3 manufacture from here to other quarters. Owing to the increased 7
2 demands for our *confectionery articles* we *felt** it | wise to *transfer* 9
4 the whole to a newly *equipped chocolate factory* so as to *release* 8
2 valuable *space* in this building. This has been done during | the 9
– *current* year at considerable cost. 5
1 Your directors are *constantly* improving *departments* so as to 8
3 *maintain* the high character of this business. I should say | that 8
11 it is not a store, but a *shop*, and *unique* of its kind, and it is the 6
2 directors' *duty* to *maintain* its high *traditions*. || 5

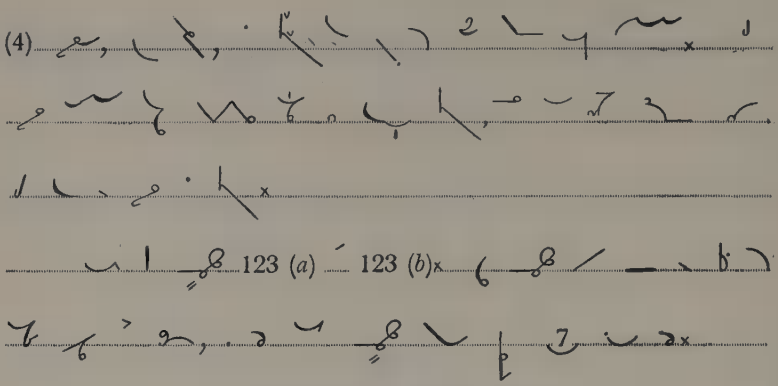
114 (*Percentage of Common Words:* 84.25%) 286

The figures in the left-hand margin show the number of words in each line for which the 10 Short Forms were given in Chapter One of this book, and the figures in the right-hand margin show the number of other words in each line. These Short Form words of Chapter One come 114 times and the other words only 286 times. In this case it is true that these words come more often than once in every four words.

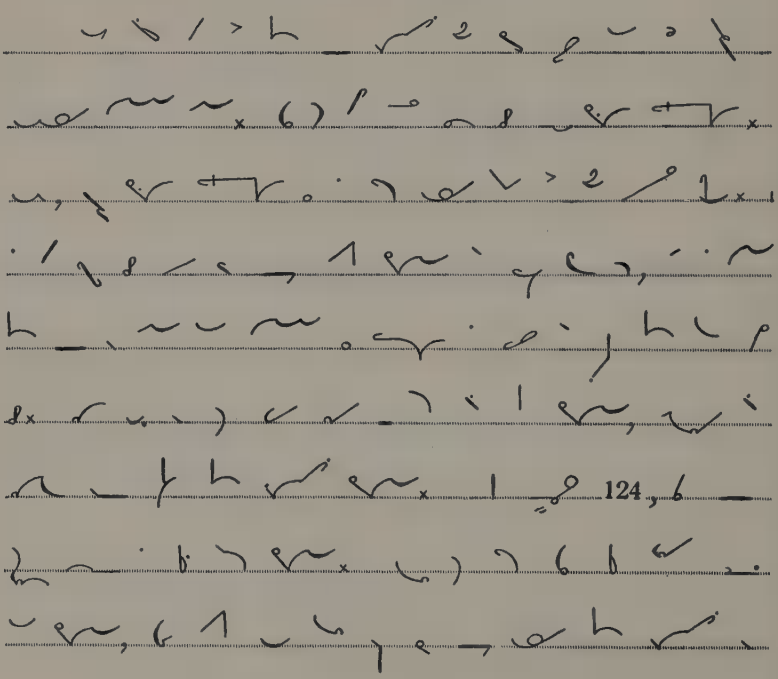

10
10
84.25%
15.75%
reviewing

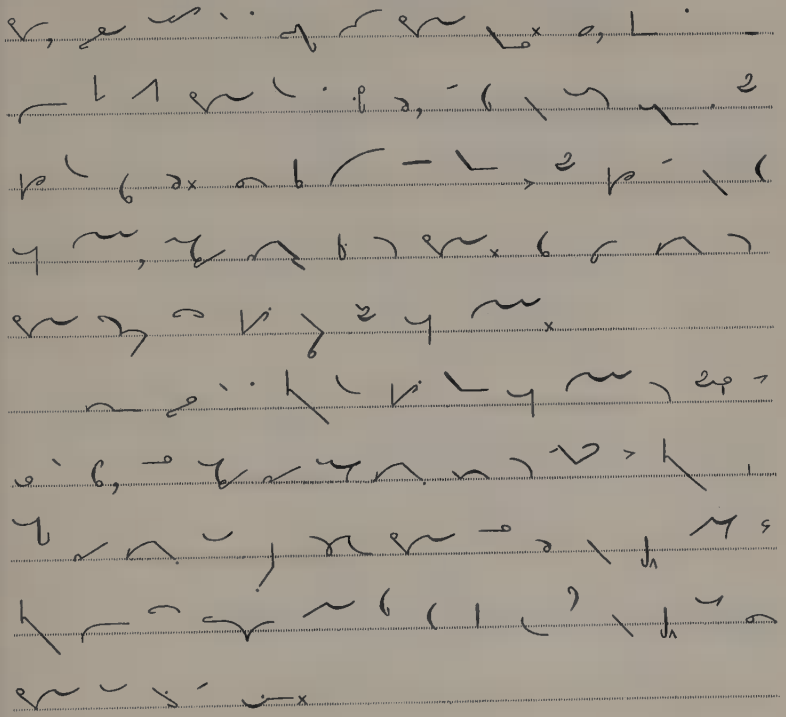

sheet



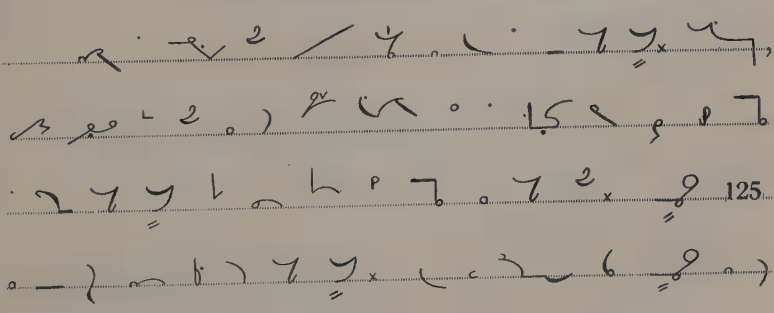
(4) 

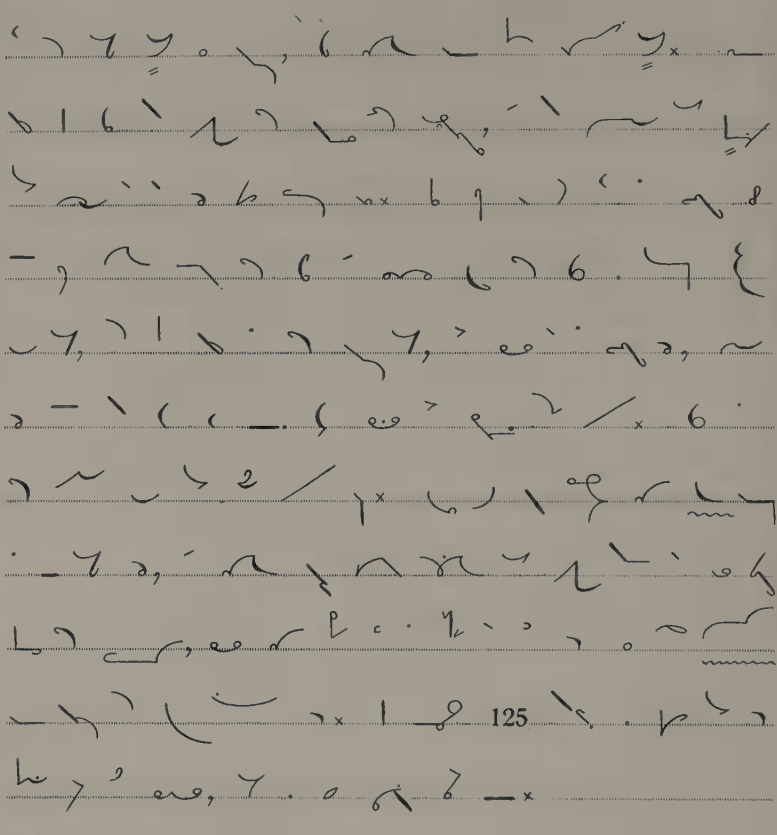
PART TWO. SPELLING





PART THREE. ENGLISH



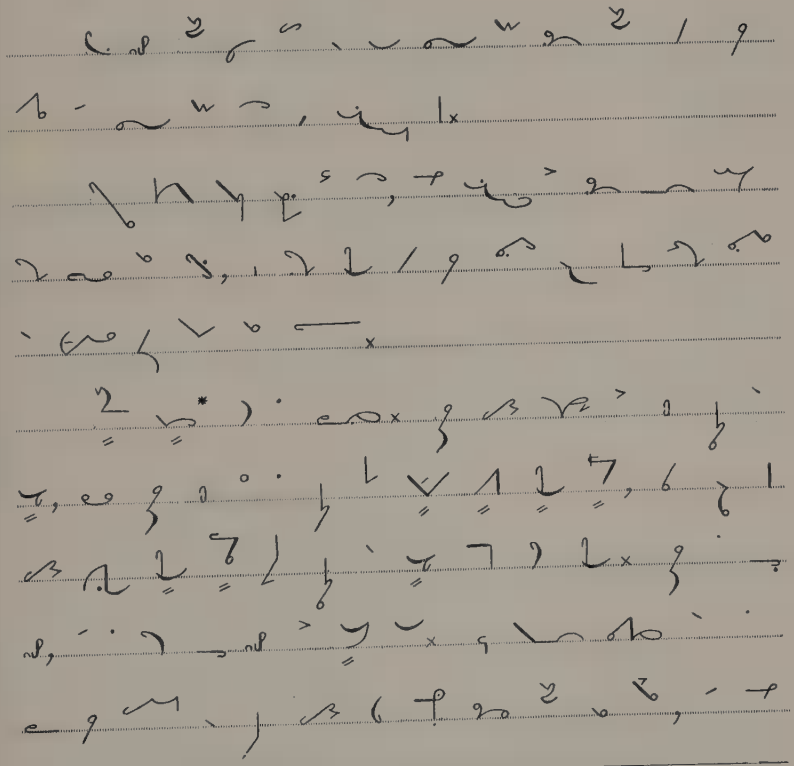


CHAPTER THIRTY-THREE

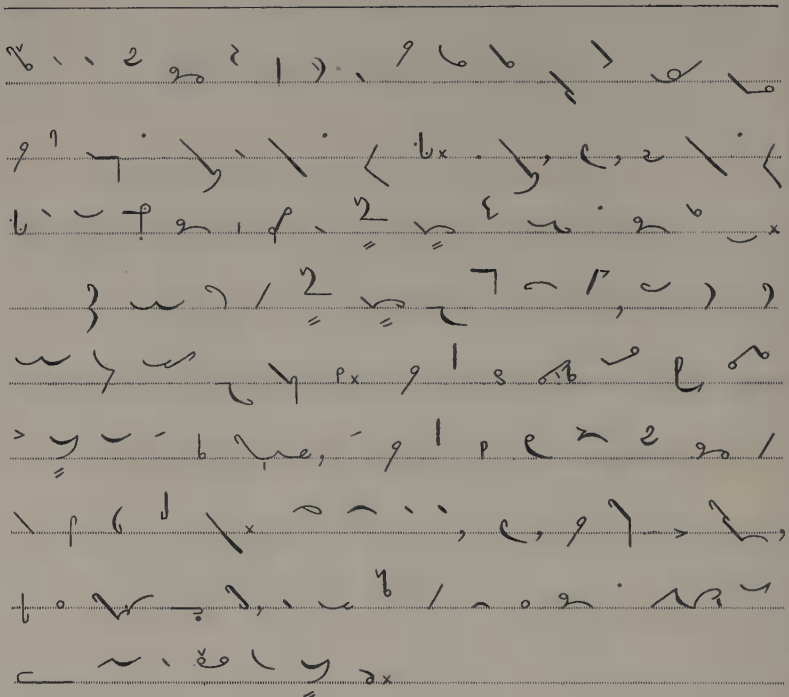
SOME READING PRACTICE

Sir Isaac Pitman and His Shorthand

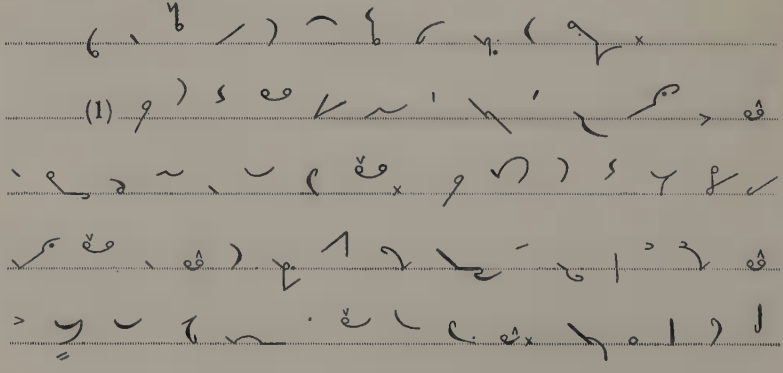
N.B. The vowels in the shorthand in this Chapter are those vowels which a shorthand writer would put in if he were sending a shorthand letter to a friend who was a beginner.

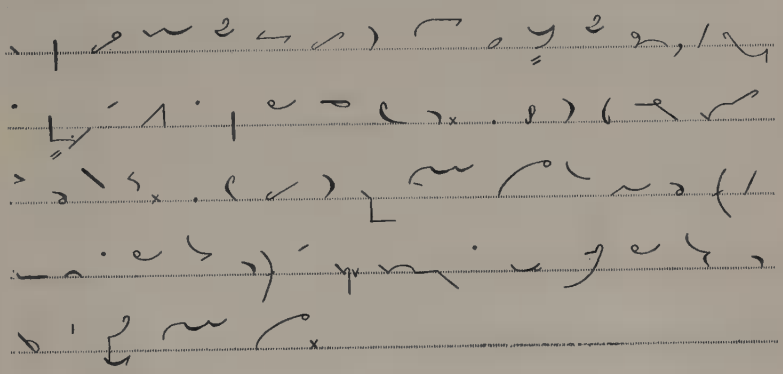


* He was made Sir Isaac for his invention of the system, and was Sir Isaac only towards the end of his life.

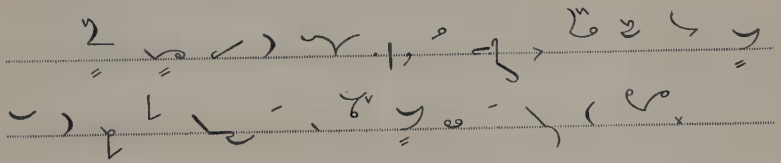


TWO NEW IDEAS





ANALYSIS AND PAIRING



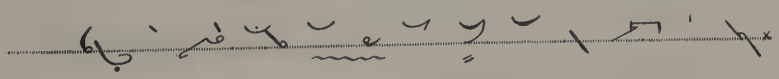
12 vowels as in

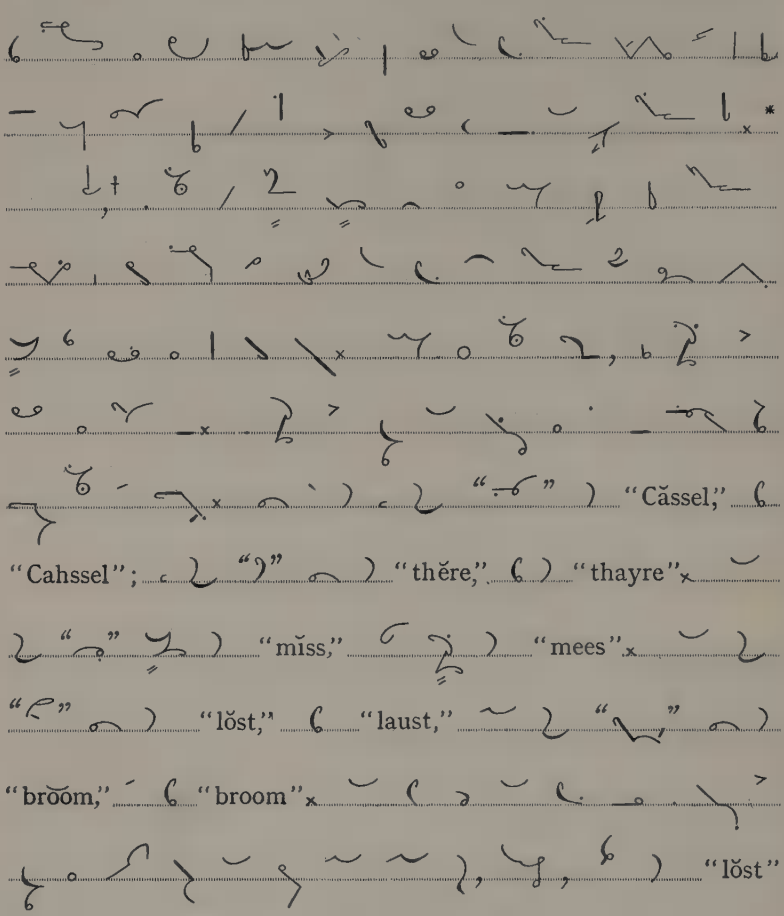
Pa	may	we	all	go	too?	
That	pen	is	not	much	good.	

4 diphthongs as in { I now enjoy music

24 consonants

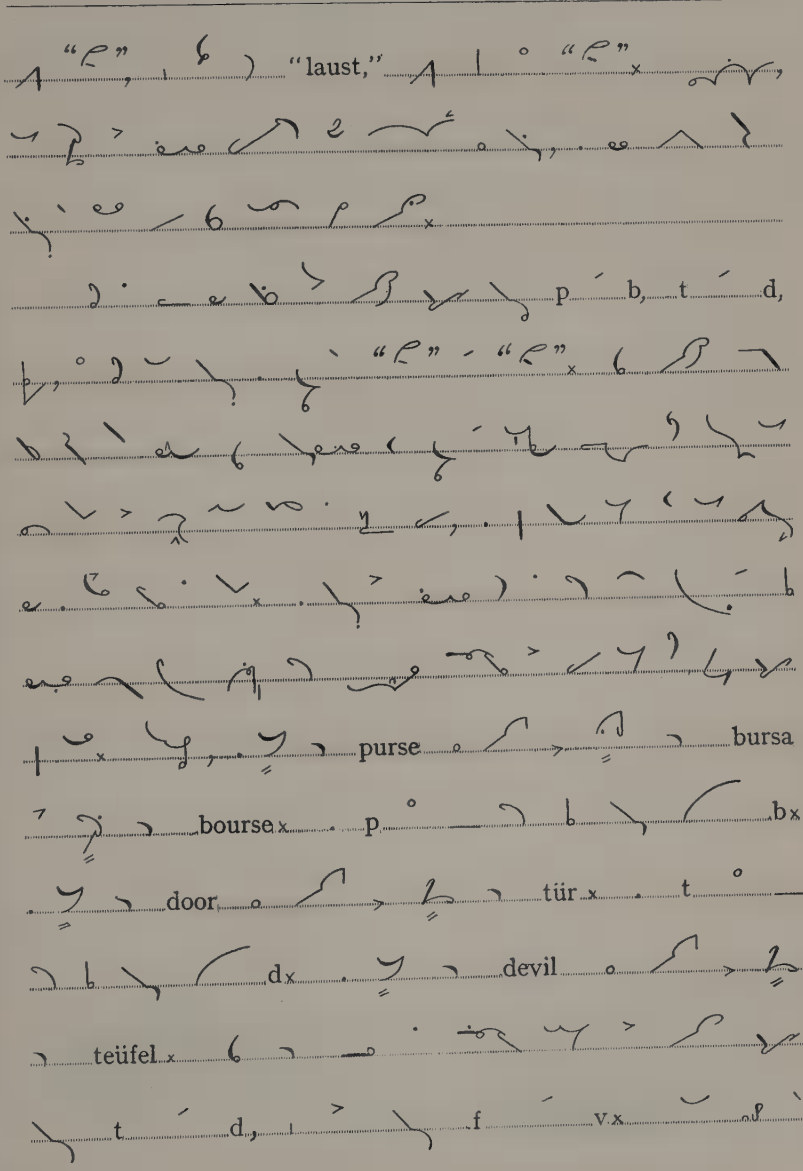
p & b	t & d		ch & j	k & g		
f & v	th & TH	s & z	sh & zh			
m	l	w	h			
n & ng	r	y				

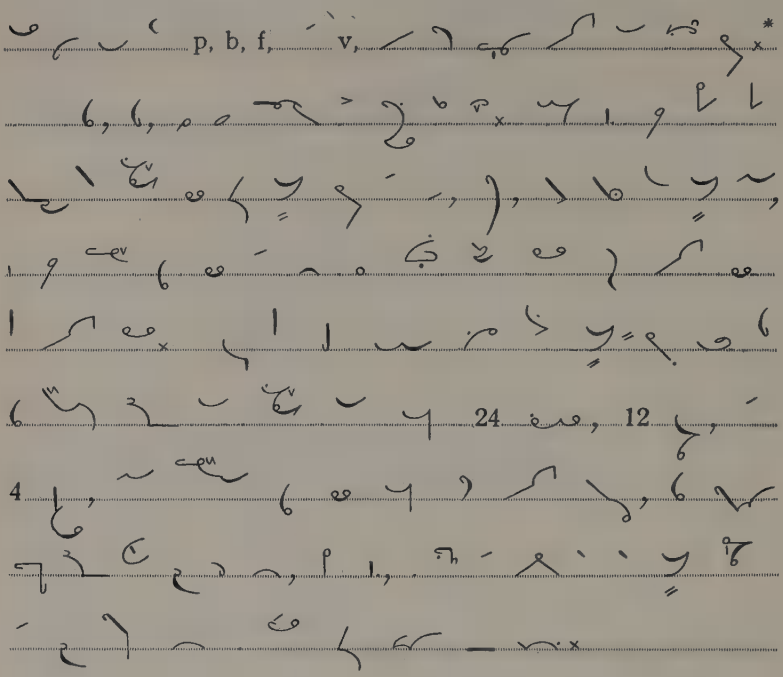




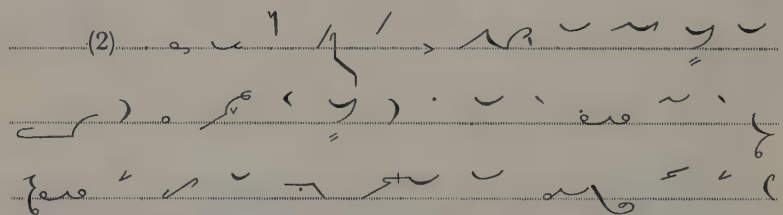
* By contrast the big New English Dictionary makes distinctions which are far too finely drawn for practical purposes. It makes a distinction between the five vowel sounds in *what*, *got*, *violet*, *theory*, *connect*, and has no less than sixty-one different vowel and diphthong signs of which as many as fifty are signs for English vowels and diphthongs—the other eleven being signs for the sounds of the vowels of foreign words which are used in English.

† A phrase for "at any rate."

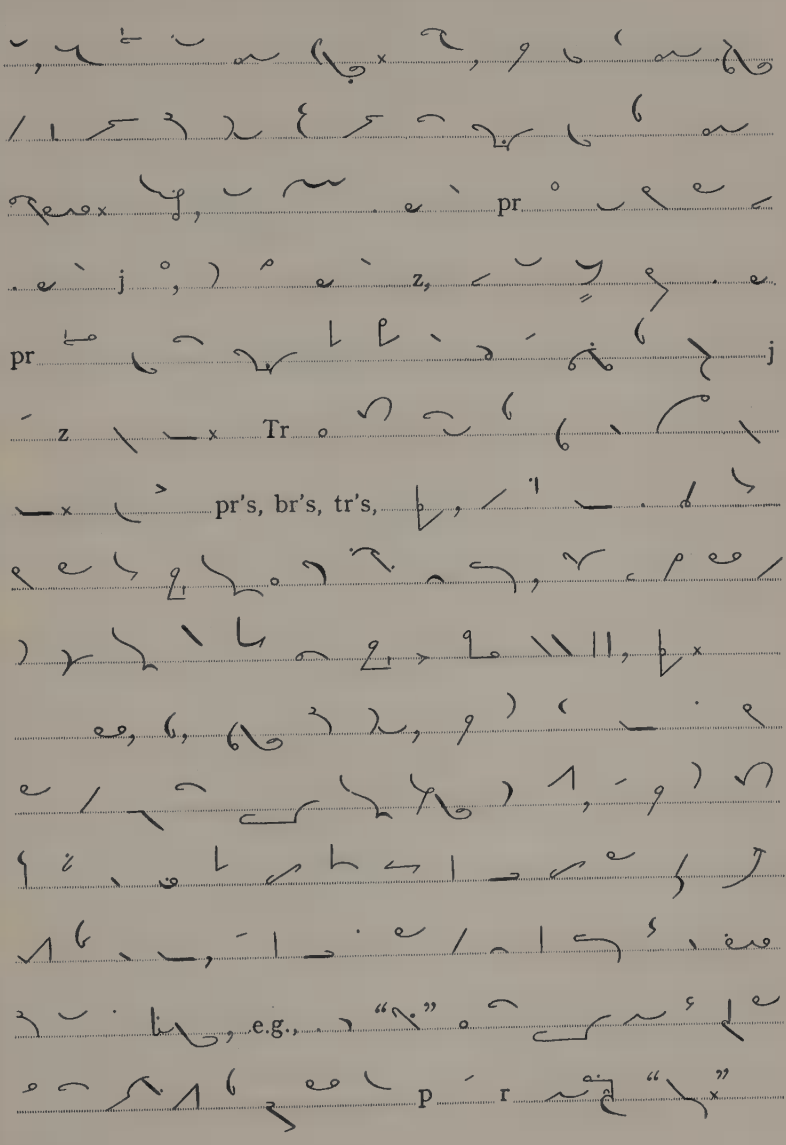

"laust,"
p b, t d,
purse
bursa
bourse
door
tür
devil
teüfel
t d, f v,



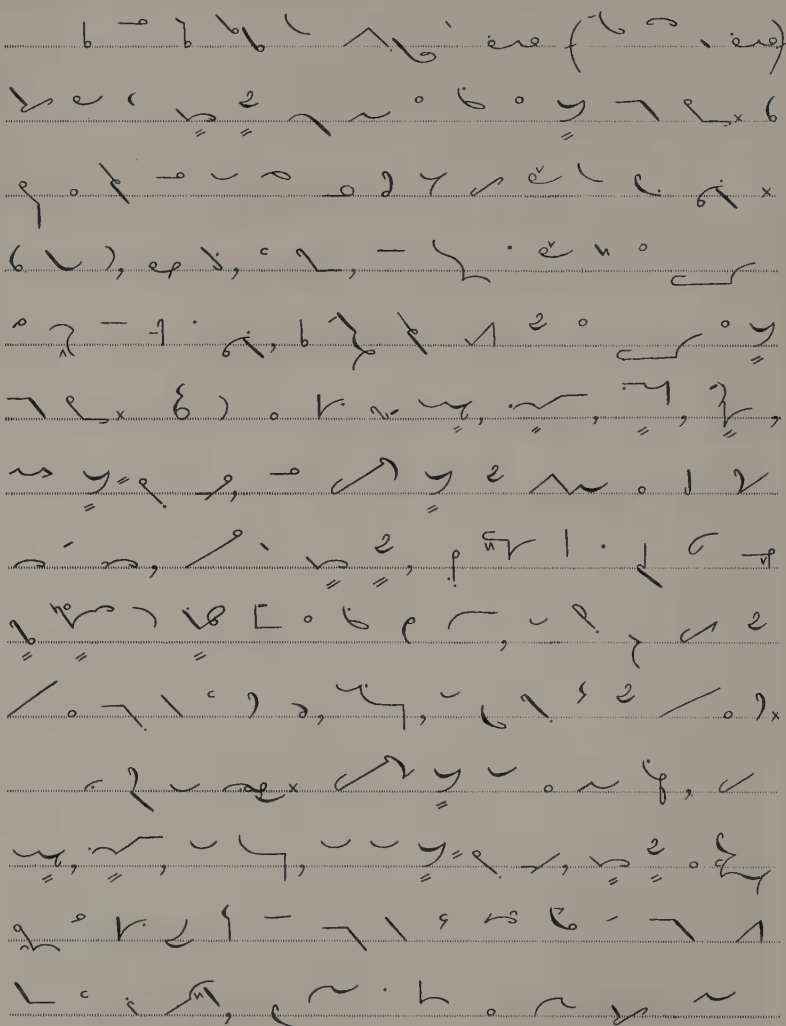
ENGLISH A LANGUAGE OF CONSONANTS AND SYLLABLES

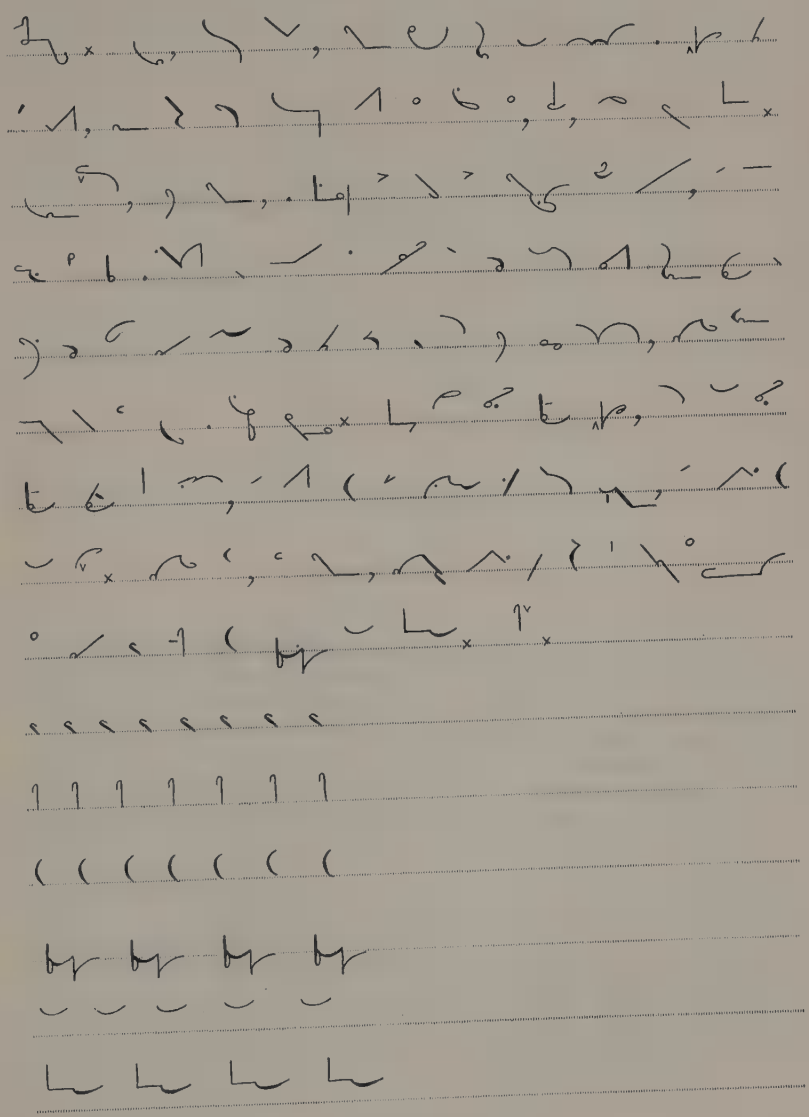


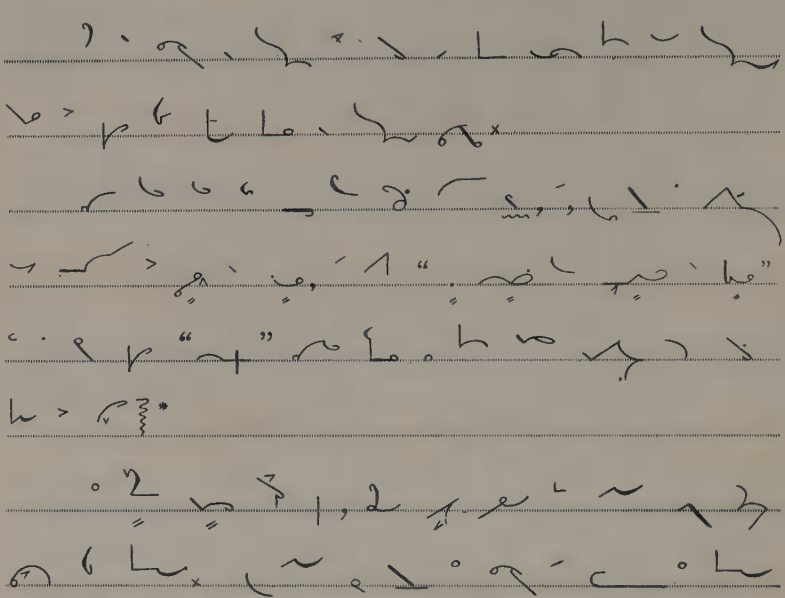
* Further examples are APRICOT, APIARY, APRIL, and PUMP in English which are related closely to ABRICOT in French and ABEJAR, ABRIL, and BOMBA in Spanish. Also as examples of the relation of K with G the English words CABINET, CAT, SECURE, GREEK, CACKLE, and COLUMBINE are closely related to the Spanish words GABINETE, GATO, SEGURO, GRIEGO, the German word GACKELN and the Russian word GOLOBKÉE.


pr
z,
j
pr
j
z
Tr
pr's, br's, tr's,
e.g.,
p
r

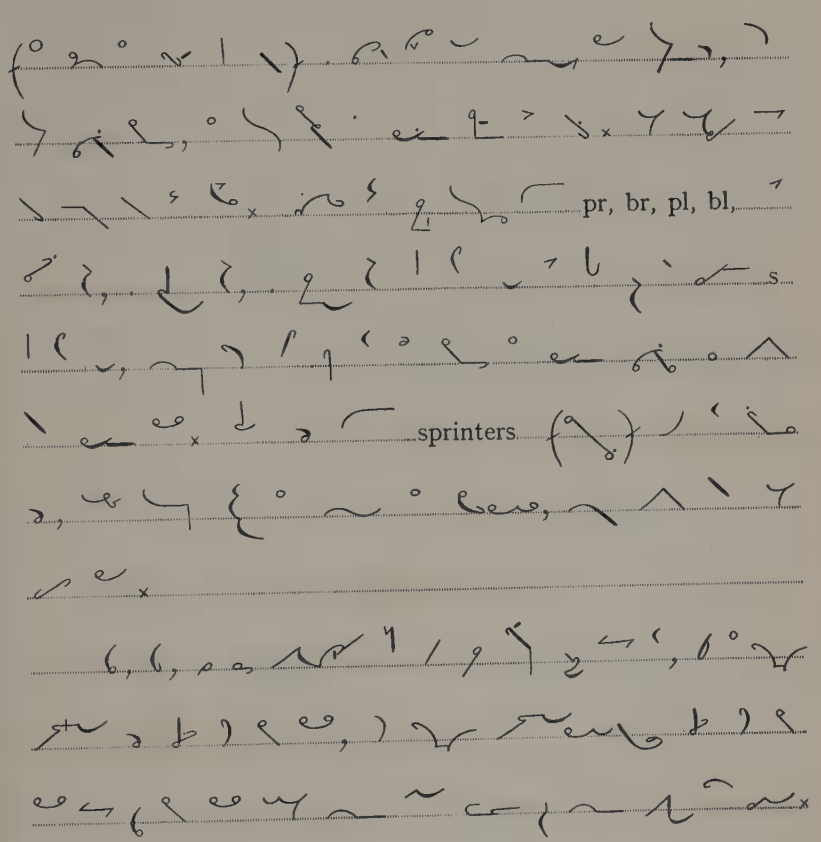
AS FAST AS SPEECH



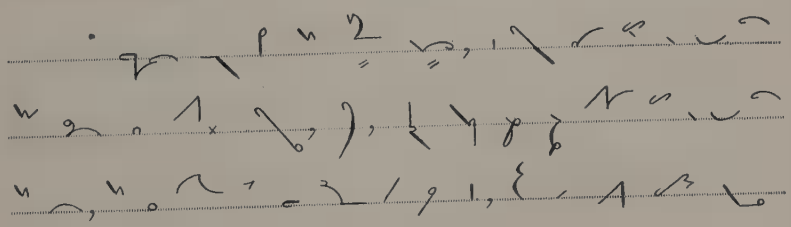


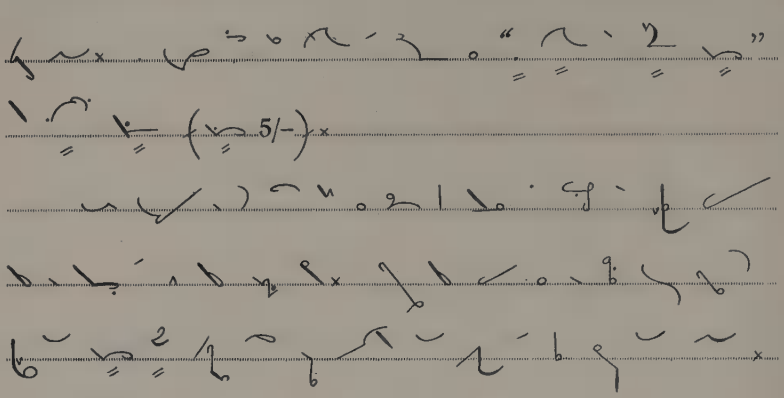


* The sign is very useful, and sometimes very important in shorthand writing. It means that the passage immediately before the mark has been spoken or written in a spirit of fun or in some other spirit which makes it necessary to read into the passage some meaning other than that on the face of the words themselves. It may be very important to put in this sign in certain circumstances. A public speaker sometimes exaggerates and even makes statements which he and the audience know to be the very reverse of the truth. For instance, if a speaker is supporting some man well-known for his kindness, who is being criticized, he may well start a public speech as follows: "I suppose that Mr. A. B. is the wickedest man in the world and that there is nothing that he likes better than to take the food out of the mouths of hungry children," etc. You, because you hear the tone of his voice and know the circumstances, must convey to your Editor that the passage in question is to be considered as having a meaning different from that which the words would ordinarily convey. If you do not do this you may, perhaps, see posters saying "Violent personal attack at a public meeting. Mr. X. Y. accuses Mr. A. B. of cruelty." If this should happen you will find yourself on the streets looking for another job and giving evidence in Court when the libel actions begin to come in.

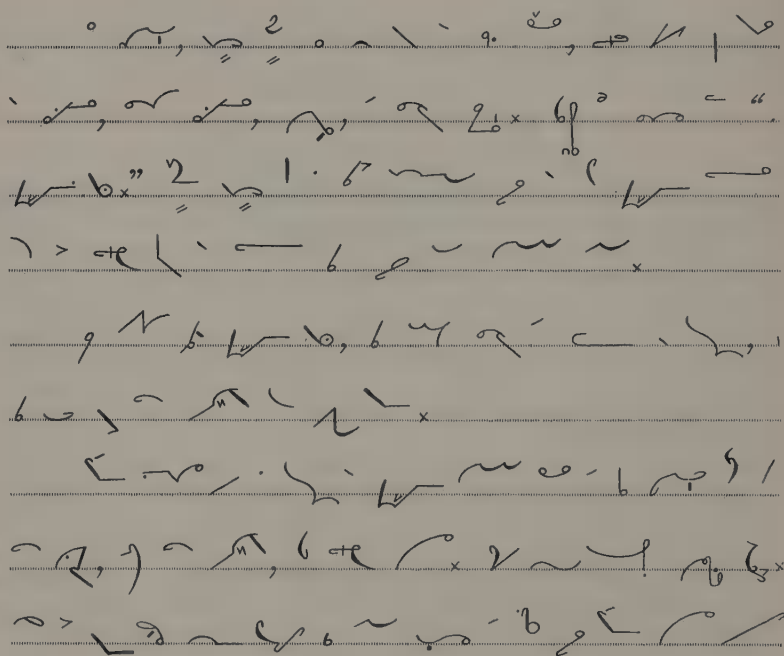


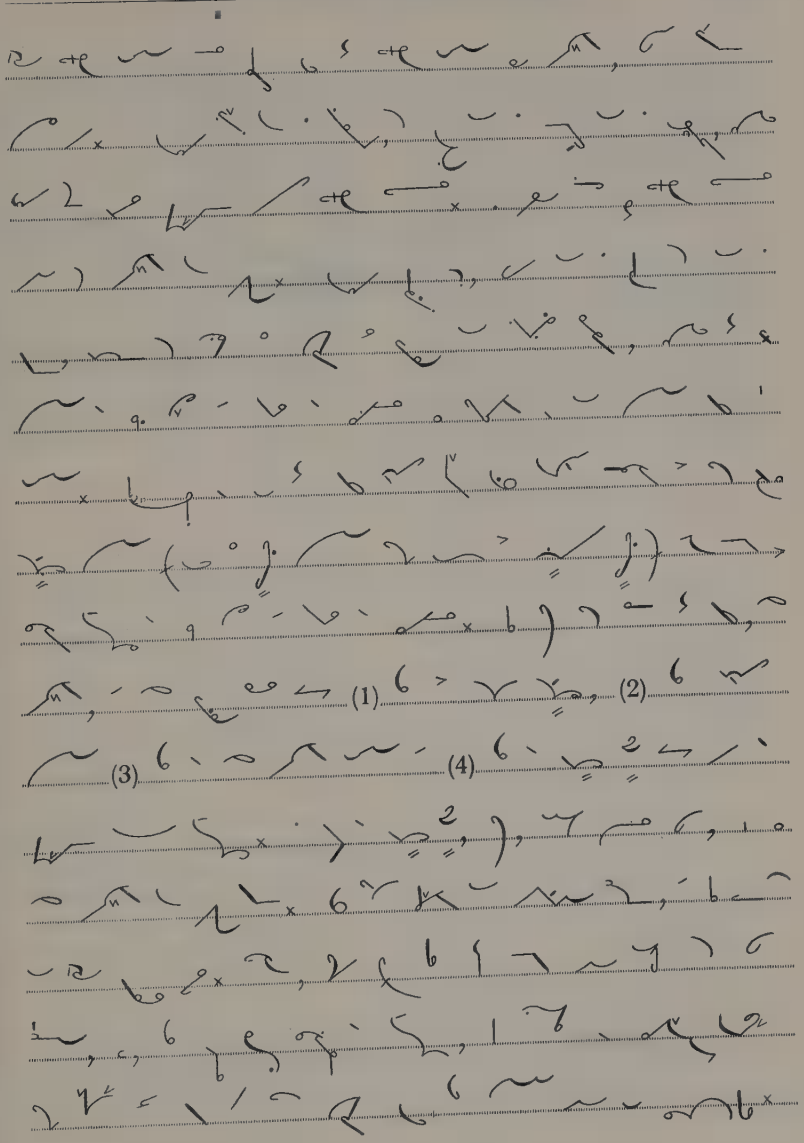
THE SYSTEM



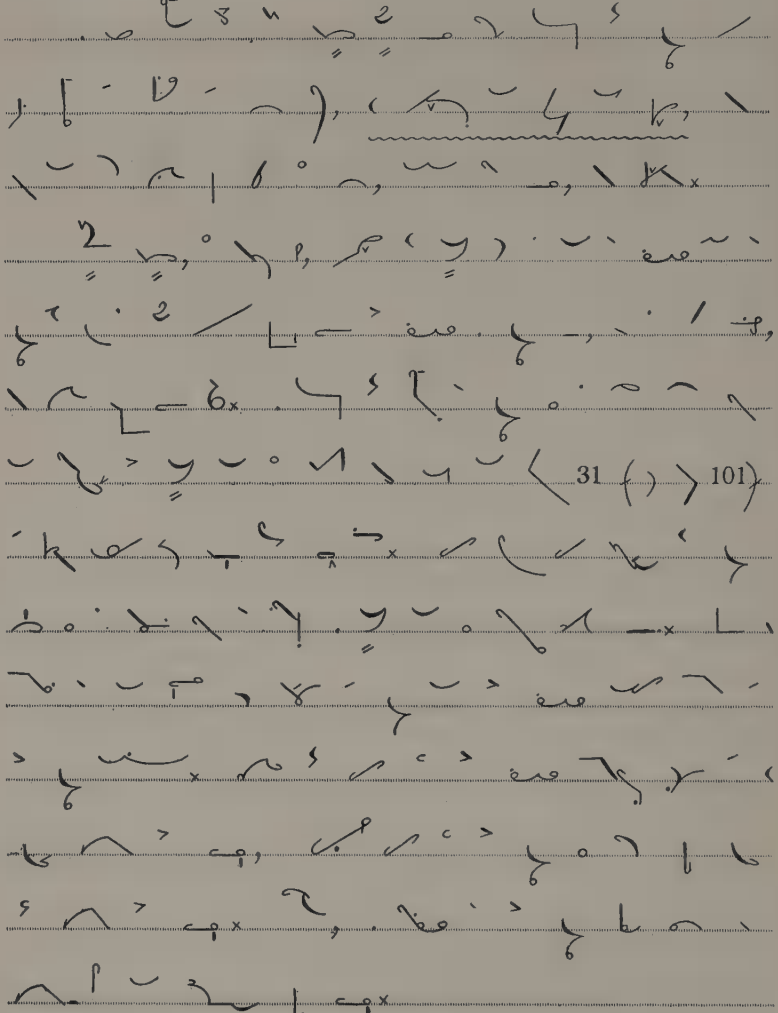


(1) BLOCK CAPITAL LETTERS OR CURSIVE SCRIPT?

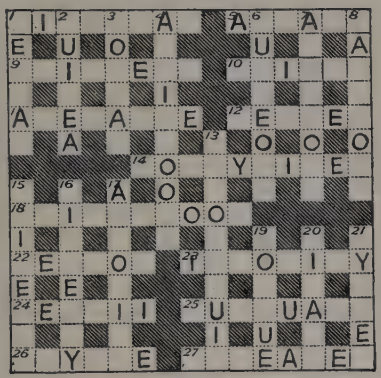



(1)
(2)
(3)
(4)

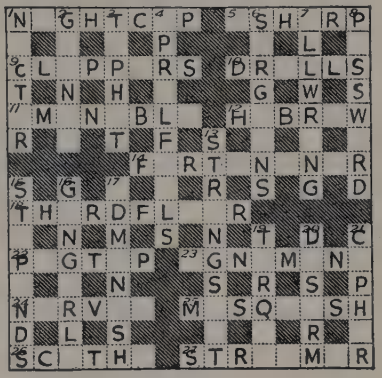
(2) DETACHED VOWELS



With Vowels



With Consonants



Clues

NOTE.—Figures in parentheses denote the number of letters in the words required.

ACROSS

1 This drink is bound to go to the head (8).
5 Fraudulent note (two words) (1, 5).
9 Curtailing vessels (8).
10 Mexico and what he should cure (6).
11 So let it be fit (8).
12 Presumably bad language to the Nazis (6).
14 Clementine's father was (10).
18 It had a dramatic passing back (two words) (5, 5).
22 Spinning trousers (6).
23 A disgraceful condition (8).
24 Overcome by Caesar (6).
25 Fur that constricts a Greek letter (8).
26 "And in the dust be equal made With the poor crooked —— and spade" (Shirley) (6).
27 Mere tars (anag.) (8).

DOWN

1 Cretan drink (6).
2 Stamp of rank, according to Burns (6).
3 A shining example that goes on ahead (two words) (3, 3).
4 Anglophobes probably number Browning among these (two words) (5, 5).
6 Do they put cut prices into operation? (8).
7 One thing one can have no right to be (two words) (3, 5).
8 Ruskin associated one with lilies (8).
13 Armour? (two words) (6, 4).
15 Sends round a "good thing" (8).
16 With caution, not spice (8).
17 I had no MS. (anag.) (8).
19 A justly celebrated crossword expert thus began (6).
20 Mars I'd thus transform, said the pacifist (6).
21 Naughty word 6).

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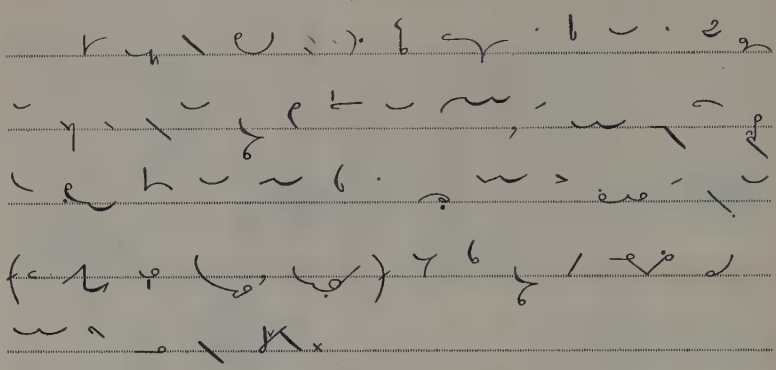
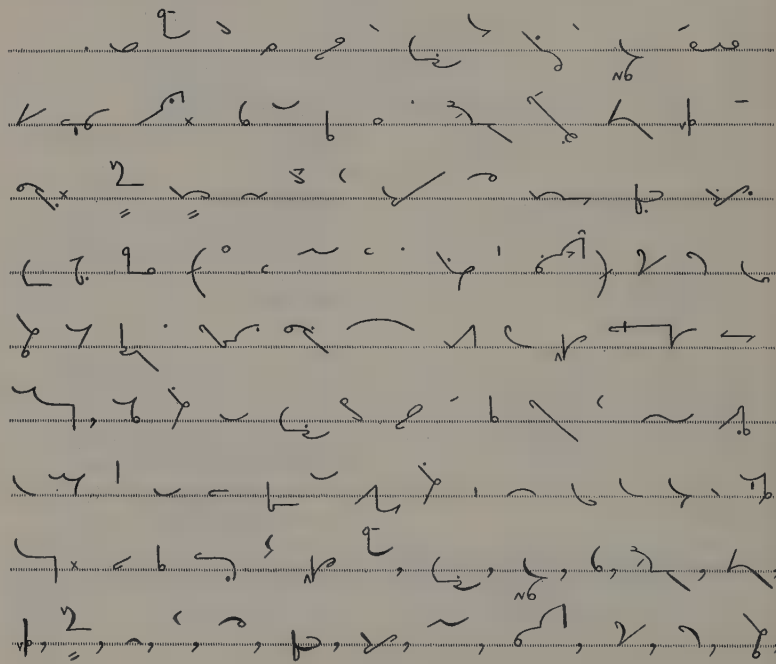
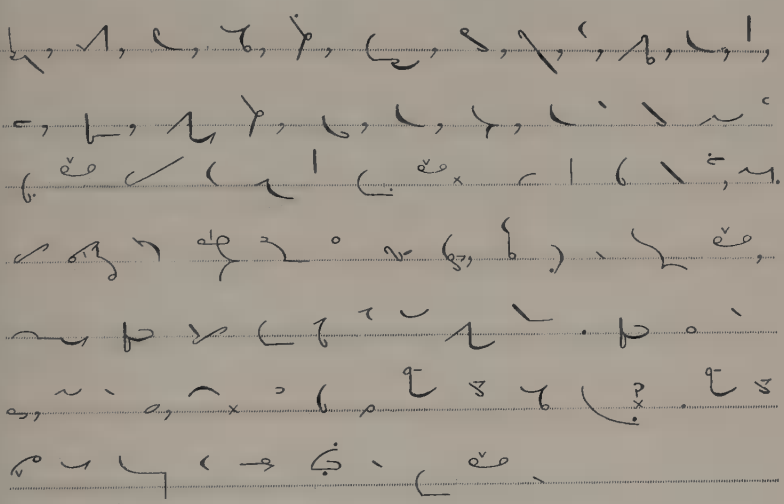
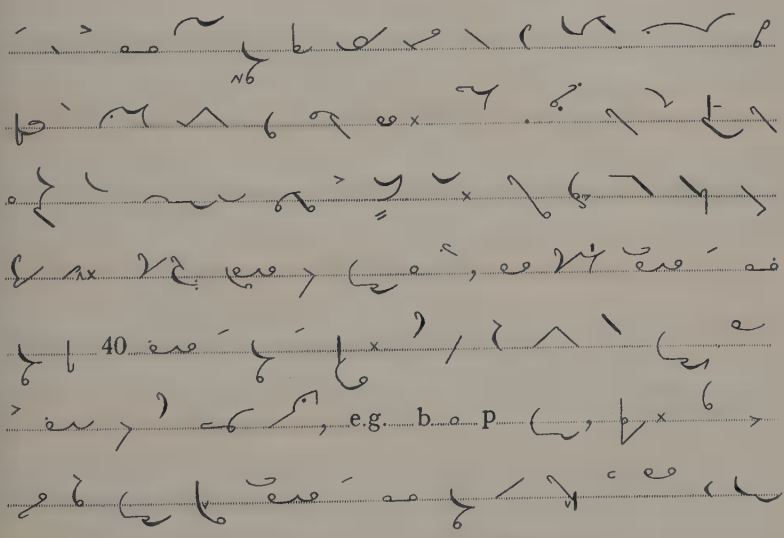


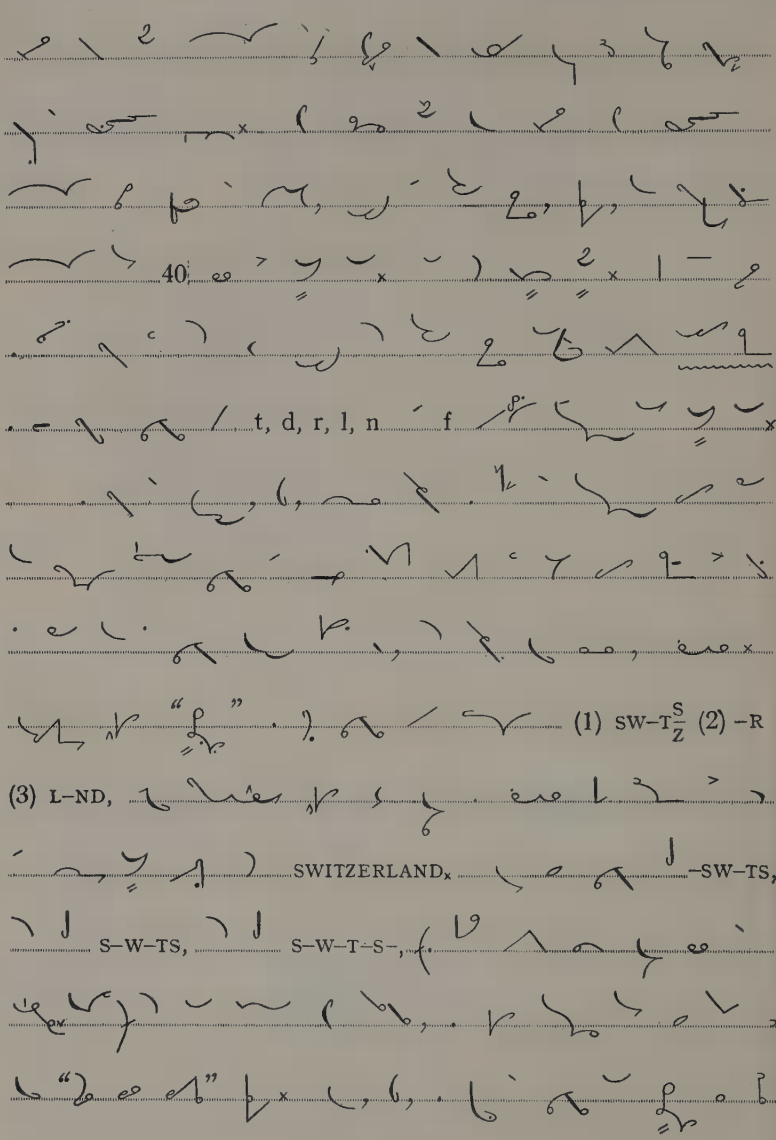
(3) THICKENED STROKES

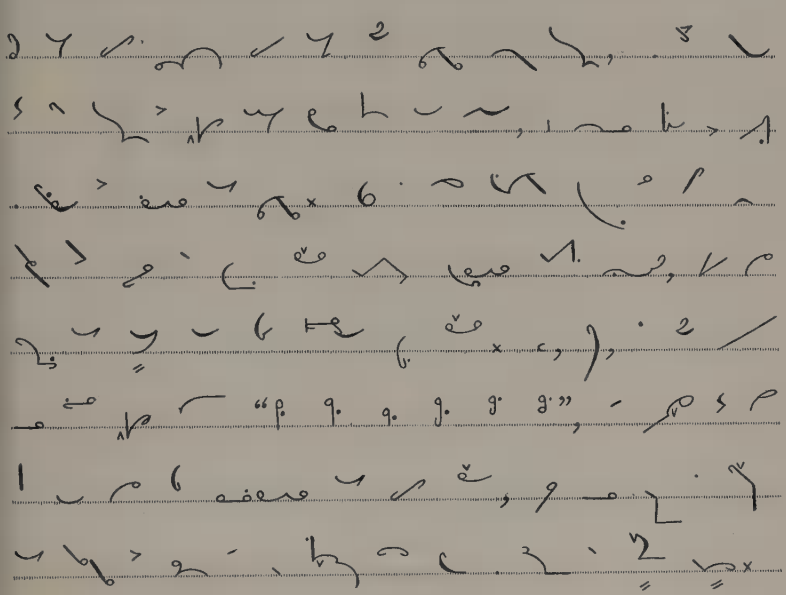




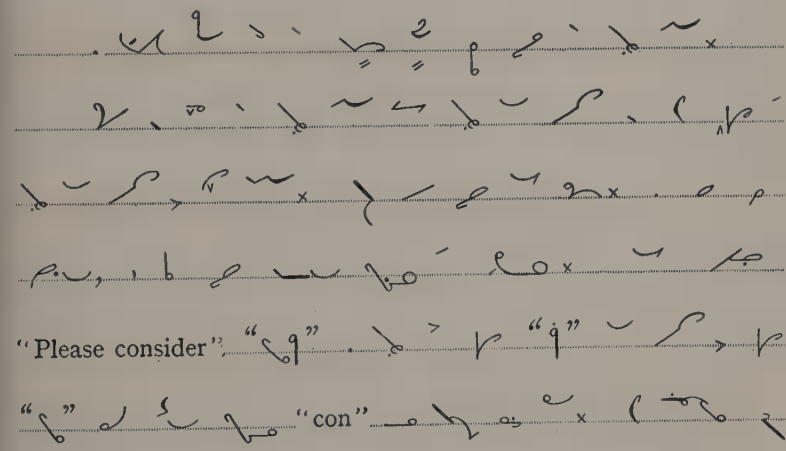
b, d, j, g, v, TH, zee, zhee, ing

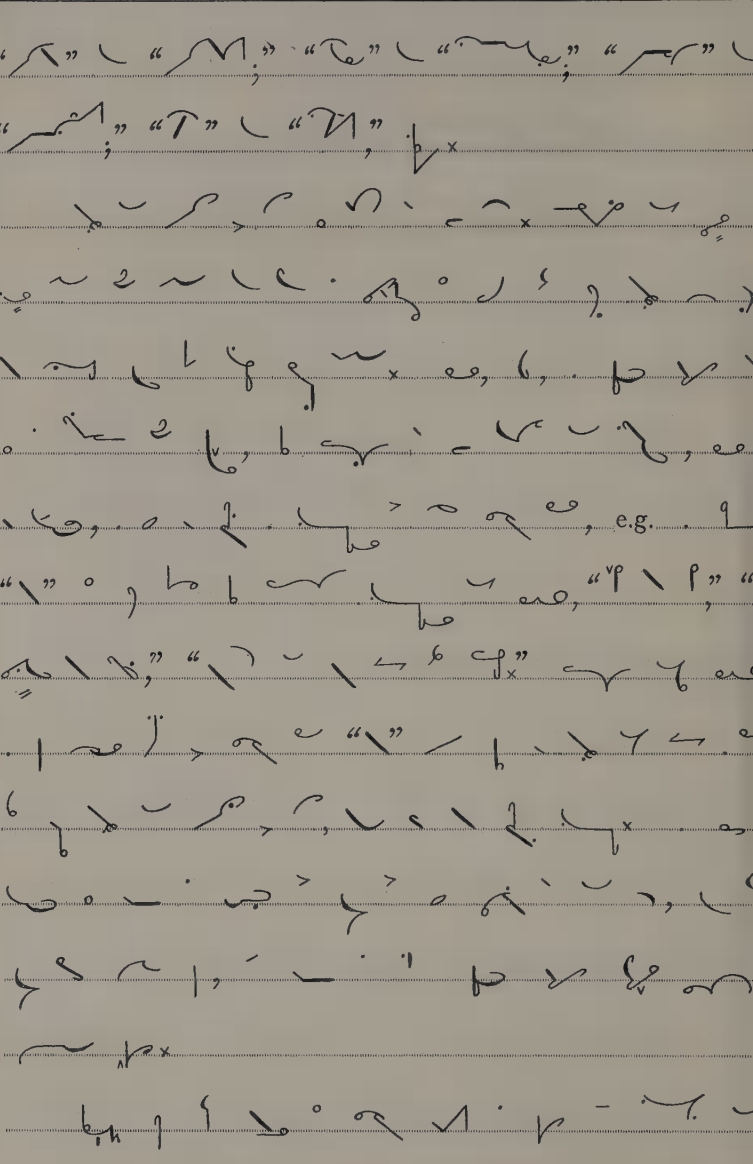


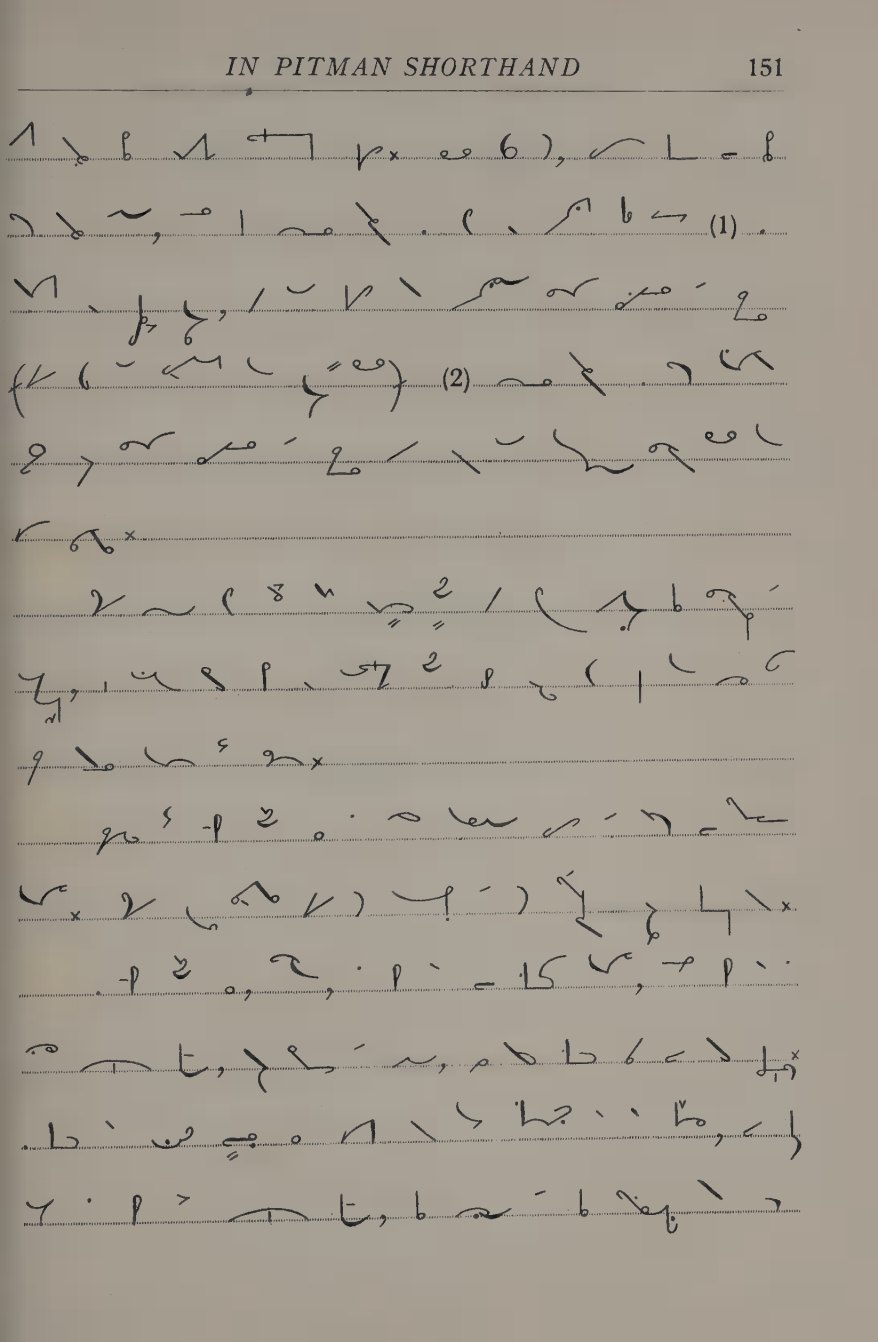

40
t, d, r, l, n
f
(1) SW–T S/Z (2) –R
(3) L–ND,
SWITZERLAND
–SW–TS,
S–W–TS,
S–W–T–S–,

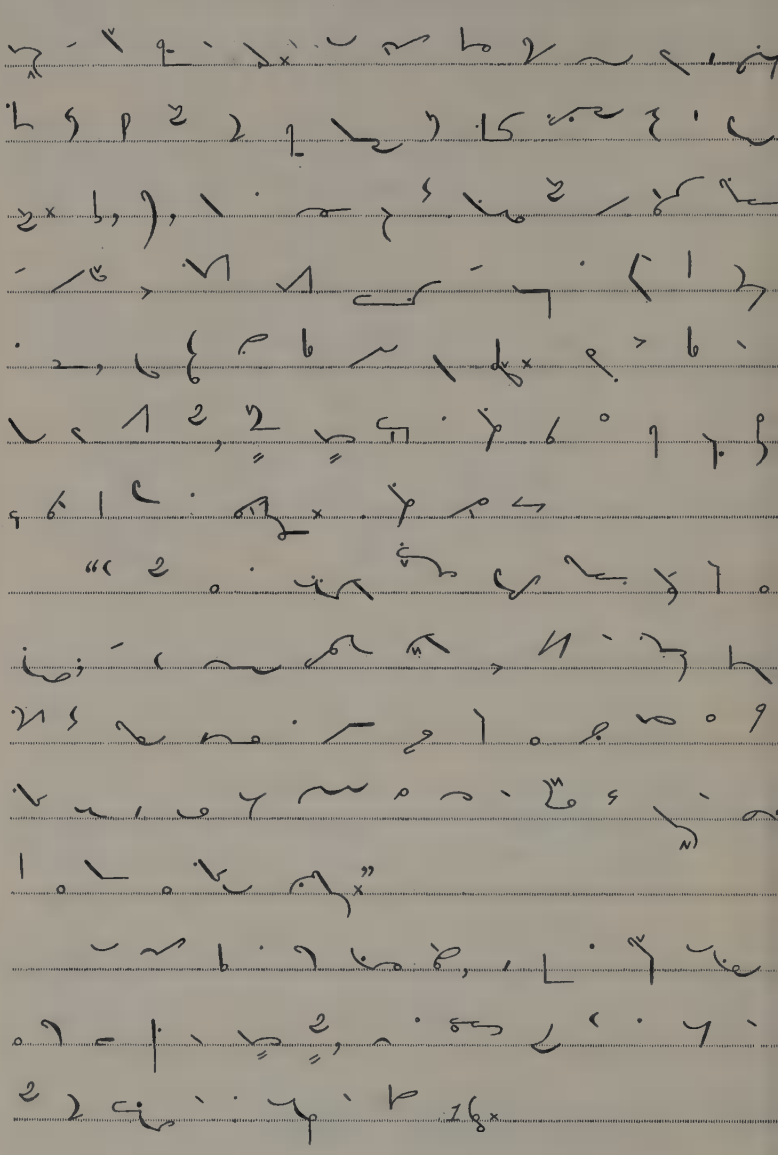


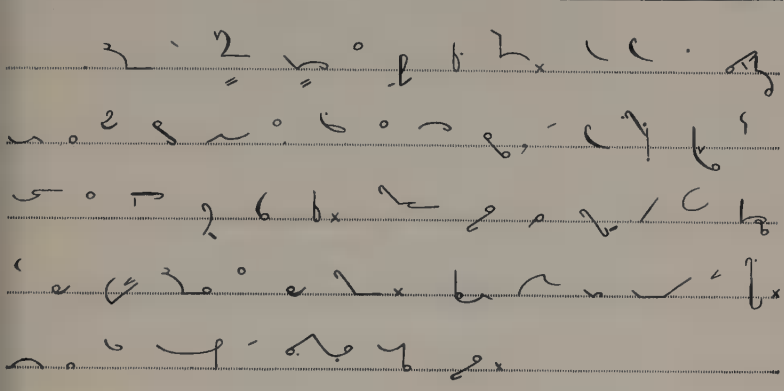
(4) POSITION WRITING











MODERN COURSE EXERCISE AND DRILL NOTEBOOK

Part I and Part II

These books contain both shorthand and longhand material.

It is very necessary to have these two "Exercise and Drill Notebooks," since they are in fact part of this book. They are, however, printed separately for three good reasons—

1. The paper is special paper, which is very good for writing with pen and ink.

2. The material from which the learning of shorthand is to be done is printed over the space in which the learner's writing is to be done. This not only makes it very much more simple to do the work, but it gives to the learner the chance of making his shorthand outlines under and near to printed shorthand outlines which are good examples of the right way of writing shorthand.

3. Since the material is given separately, it is possible for the learner to have two pages of his shorthand book open before him while he is working the exercises. This is very important, since the sense of the exercise in one book has to be got by looking through the list of shorthand outlines given in the other book.

There is also the other point that, if it is a good thing for the reasons given to do shorthand writing near to good examples, it is better to put that shorthand and that writing in a separate book.

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A crown octavo book of 192 pages containing keys to all Modern Course exercises. The longhand is counted in tens for dictation.

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